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ABSTRACT

The "STAY" Program is a feasibility study of a proposed trimester year-round school program requiring that two-thirds of the students be in attendance at any one time. This study is intended as a technical guide for those school administrators and board members who plan to experiment with, or those who have installed, year-round programs. The report contains curriculum outlines by course title for each grade level K-12, with objectives, content, and evaluation measures. Other material includes information about teacher salaries, program schedules, and vacations; descriptions of maintenance and auxiliary staff jobs; demographic characteristics of the district population; and estimated expenditures of the proposed program. (Floor plans on pages 333, 334, 347-352, 386, 387, and the photograph on page 385 may reproduce poorly.) (Author/MLF)

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INDEPTH STUDY

FOR

FREELAND COMMUNITY SCHOOLS

Title of Proposed Study

"STAY"

(Start Teaching All Year)

Study Conducted

During the 1969-1970 School Year

EA 003 530

September 15, 1970

TO: State Department of Education
Board of Education, Freeland Community School,
Community of Freeland, Freeland School District

FROM: The Extended School Year Study Committee of the Freeland Community Schools.

SUBJECT: Transmittal of a Study of the 12 Month School Year Program based on Tri-Semester Program for grades K-12.

FREELAND COMMUNITY SCHOOLS
710 POWLEY DRIVE
FREELAND, MICHIGAN 48623
Phone (517) 695-9681

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ACKNOWLEDGMENTS

We wish to acknowledge with gratitude the teachers, principals, and staff members of the Freeland Community Schools for their assistance and cooperation during the past 12 months while this phase of "STAY" (Start Teaching All Year) was conducted.

A special thanks is extended to the Year-Round School Staff Study Committees, the Freeland Board of Education, and the Michigan Department of Education for their patience and guidance while we completed this phase of our Year-Round School Study which was made possible through a State Grant, the moral support of the Board, and the initial efforts of the Staff Study Committees.

Robert O. Young, Superintendent
Freeland Community Schools

FOREWORD

This report is written in compliance with requirements established by the Michigan Department of Education upon the awarding of a $5,635.00 Grant to the Freeland Community Schools, Freeland, Michigan in March 1969; said requirements being that of submission of 200 copies of an acceptable final report to the State of Michigan, Department of Education.

PROGRAM
"STAY"

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"STAY"

CHAPTER I

INTRODUCTION

PROGRAM
"STAY"

In the development of the STAY Program for the year-around school, it was not the goal of the writer or the Staff Study Committee to debate the pros or cons of the concept, but it was their charge to develop a basic outline for a total proposed operational program for a tri-semester year-around school that would give direction to the total district adoption consideration depending upon the end results of the feasibility study.

The main objectives of the feasibility study were , and in order:

1. Develop an Educational Program that is equal or better than the traditional 180 days program.
2. Develop a professional program for better utilization of the professional staff.
3. Develop a program for better and improved utilization of the school plant and facilities.
4. Develop a program whereby we would better utilize the community tax dollar. Investment through full utilization of the total school district.

Using the foregoing objectives as our guide for our feasibility study, the following report was developed for our Board of Education, school personnel, our community and other districts to use as a guide.

The Tri-Semester School Year, A Feasibility Study to Extend the School Year, by the Freeland Community School District, Freeland, Michigan 48623, is designed to introduce the casual reader to the intensity of the involvement of one school district to render the question, "Is it feasible to operate one rural school district, such as ours, on a year-around basis"? As Superintendent of Schools here in Freeland Michigan, I believe that this report will indicate that an answer to the question stated above can be resolved, given enough time, energy, and manpower.

With increasing frequency, we have been receiving inquiries about the problems to be considered when local school districts plan for more effective utilization of school programs, personnel, and facilities through the use of the year-around school program. When making inquiries about the problems to be considered when districts plan for year-around programs, the school official generally wants to know (1) what precedents exist, (2) what legal or regulatory procedures might constrict the use of this type of program, (3) what major advantages and disadvantages are, (4) what the practical problems are, and (5) what advise, if any, is available for direction purposes.

In the past, the term "year-around school" has been used to identify a wide, and sometimes confusing, variety of programs for the extension of the school year at both the elementary and the secondary levels. The patterns for these programs do not necessarily involve a full year-around schedule for both students and faculty. For example, some programs consistently described as year-around schools are simply marked departure from present school practices. Other programs employ teachers on an 11 to 12 month basis but leave students to their conventional 180-day school year.

The expansion of the traditional summer school concept and the employment of teachers for 12 months are merely two of a rather lengthy list of patterns for the year-around program. This is based on the idea that patterns of the year-around school could easily vary from school district to school district. It is safe to speculate that the pattern of any given year-around school program is limited only by the particular needs of a school district and the ingenuity of the person whose task it is to design the local program.

Perhaps the absence of a precise definition for a year-around school may stem from the variety of motives of those who employ these programs. Some plans appear to be dedicated to the purpose of saving money while others appear to be designed to accelerate the educational process. The difficulty in evolving a precise definition may also stem from the fact that many year-around proposals do not entail the year-around attendance of each student.

Despite the lack of precise definition, there is a degree of commonality in year-around programs. To illustrate, those who develop year around schools tend to address themselves to a more effective utilization of school resources. In fact, the single common characteristic of these programs is the year-around operation of the school plant. With this in mind, in this publication the term "year around school" will refer to those programs which employ a year-around operation of the school plant and which retain at least a significant portion of a faculty on a 12-month basis. Included also in this report is the idea that elementary and secondary students' attendance would be compulsory in a school year divided into 3-80 day tri-semesters.

This plan divides the school year into three equal terms or tri-semesters. The length of each term depends on the length of the school year and the length of the class periods. Under this plan, two-thirds of the students would be in school and one-third on vacation in each tri-semester. Terms may range from 78 days to 80 days, making the range of the school year anywhere from 234 to 240 days. This plan would allow the student to complete the regular semester work in six terms or 2 tri-semesters.

At this point it is vitally necessary to examine the relationship between the number of school days in a staggered tri-semester program and the minimum days in attendance required by School Laws. For example, the sample calendar dates on the following charts reveal that the maximum days of attendance for any two tri-semesters are 20 days less than the 180 minimum days required by the School Laws. Hence, existing legislation will have to be changed in order to use a tri-semester program in Michigan Schools. Granted, changes in the type of school day required by law are anticipated. However, chances are great that these changes will not lower the minimum number of instructional hours per year as are now required by the School Laws.

The preceding descriptions of the planning and the preparation phase of the year-around program do not, by any stretch of the imagination, contain a conclusive list of all the practical problems to be encountered when making the transition from a traditional to a year-around school program. Each district will encounter its own unique problems. However, while problems tend to be unique to individual school districts, the areas to be examined when considering a year-around school program tend to be universal. The following general list shows aspects considered by many school districts when exploring the feasibility of a year-around school. Items on this list are not arranged according to priority. This list is lengthy but so are the aspects to be encountered when considering a year-around school.

ASPECTS TO BE CONSIDERED DURING PLANNING STAGE

1. The nature of the extended school year plan under consideration.
2. The nature of the calendar to be adopted:
    a) Length of school year.
    b) Vacation periods and policies during the year.
    c) Student and professional personnel vacations.
3. Administrative adjustments necessary to implement an extended school year program.
4. In-service training for students, teachers, and administrators.
5. Length of learning period:
    a) Length of school day.
    b) Length of instructional year: quarter, tri-semester, or flexible program.
6. Compensation to be given for an extra month's service to professional and non-professional personnel.
    a) Adjustment in teacher load or assignments.
    b) Type of contracts to be offered to professional personnel.
7. School-community relationships.
8. Impact upon different types of students, especially slow progressing children.
9. Project costs --- planning and operational.
10. Extent to which bordering districts are considering or using year-around programs. Local year-around programs may have greatest success where comparable programs are instituted in their area, county, or region.
11. Permanent records, report cards, and similar clerical duty loads of teachers and administrators.
12. Elementary and secondary co-curricular activities.
13. Elementary and secondary subject course offerings.
14. Physical characteristics of school buildings.
15. Student transportation to and from school.
16. Techniques used for scheduling students for instruction such as block scheduling, independent study, large group instruction, non-grading, and the like.
17. Number of teachers , specialists, and administrators needed to staff educational program.
18. Teaching materials, equipment, and facilities needed for educational program.
19. Reactions to significant changes in the educational program by administration, public, parents, students, and teachers.
20. Present and future board policies.
21. Re-tooling curriculums and modifying teaching practices and materials.
22. Number enrolled in each grade in the elementary and the secondary school per quarter or tri-semester of the year-around school.

24. Methods of evaluating and reporting student achievement.
25. Student opportunities for study in traditional summer schools.
26. County, regional, or state services used by local school districts to meet the special needs of students.
27. Reasons for considering a year-around school year.
    a) To make the school enterprise more efficient.
    b) To increase the educational quality of the school program.

CONCLUDING REMARKS

Many writers have suggested that year-around school programs will not accomplish immediately all the educational needs and objectives of today's schools. Year-around school programs, in some cases, may not immediately make available more classrooms, reduce class sizes, eliminate obsolete facilities, or provide better and more relevant use of programs, personnel and buildings. However, if nothing else is accomplished, the consideration of a year-around school program can open the door to action in all of these areas. For example, without major changes and improvements in the curriculum, a year-around program could be just an extended version of a defective traditional school year. The educational value of the longer school year will depend upon what is done with the extra time that is gained.

The following document "STAY" (Start Teaching All Year) - extended school year design is intended as a more technical manual designed for those who wish seriously to explore the idea with a view to experimentation or installation. School administrators should be able to use it as a sort of how-to-do-it manual. School board members may find it helpful in arriving at basic understandings about the force and effect of an extended school year.

The STAY Design, Start Teaching All Year, is a thought-provoking document. Essentially, one must not only read it but think it.

Any district moving to year-round school without careful and adequate preparation is subject to possible failure and subsequent destruction of the year-round school momentum developed, not only in Michigan but across the country.

COMPARATIVE LENGTH OF THE SCHOOL YEAR IN REPRESENTATIVE COUNTRIES OF THE WORLD

Name of Country	Number of Elementary School Days	Number of Secondary School Days
China	252	240
Austria	240	240
Czechoslavakia	240	240
Denmark	240	240
Venezuela	236	236
U.S.S.R.	228-234	228-234
Germany (West)	233	233
Netherlands	200-240	233
Norway	228	228
Poland	220	220
Rumania	216	222
Sweden	214	214
Australia	213	213
Japan	210	210
Greece	210	190
India	200	200-210
Finland	200	185
France	185	185
United States	180	180
Ecuador	170	165
Italy	154	154

PROGRAM

" STAY "

CHAPTER II

STUDENT SCHEDULING

STUDENT CALENDARS

STUDENT DAY K-12

PROGRAM
"STAY"

EXPLANATION

STUDENTS GRADE SCHEDULES

BY

FAMILIES SCHEDULE

Groups A, B and C - I have as per the yellow pages shown how the families within the Freeland School District would be scheduled in order to insure that all students within that family have the same vacation period. On the blue and red copies, I have merely pointed out the enrollments for Groups B and C to show that we have maintained a student balance throughout the total program, but Groups B and C would be developed similar to Group A in the final stages of the proposed project.

Students are placed in a group by taking each family in the district and placing the entire family in a Group A, B or C. This will assign each family to the same academic and vacation schedule. It is recommended that you distribute the families by starting with those that have 2 or more children per family then work down to single student families and use this group to balance out your loads or sections.

PROGRAM
"STAY"
FREELAND COMMUNITY SCHOOL
STUDENT ACADEMIC DISTRIBUTION INTO 3 GROUPS A, B AND C

	K-12		1	2	3	4	5	6	7	8	9	10	11	12
GROUP A YELLOW	20	20	46	45	44	42	43	43	42	38	39	39	38	33
GROUP B BLUE	20	20	46	45	44	42	43	43	42	38	40	40	38	33
GROUP C RED	20	20	46	45	44	42	43	43	42	38	40	40	38	33
TOTALS BY GRADE	60	60	138	135	132	126	129	129	126	114	119	119	114	99
TOTALS BY SCHOOL	651						498				451			

GRAND TOTAL OF K- 12 ENROLLMENT 1600

Figure 1

PROGRAM
"STAY"
FAMILY & STUDENT VACATION SPREAD 12 MONTH SCHOOL YEAR GROUP "A" (YELLOW)

Family Name	Address	K	1	2	3	4	T	5	6	7	8	T	9	10	11	12	TT	GRAND TOTAL
Bauder, Russell	7920 Mielke Rd.	1					1		1			1	1		1		2	4
Chritz, Don	11665 Freeland	1	1				2											2
Cibulka, Frank	7575 Orr Rd.														1		1	1
Cody, Jesse	12472 Freeland Rd.								1			1		1		1	2	3
Compton, Victor	12566 Pierce	1	/			1	3 ~~2~~			1		1		1		~~1~~	1 ~~2~~	5
Delaney Roy	8605 Delaney Drive							1			1	2		1		1	2	4
Eldred, Grant	12394 Cott Rd.								1	~~1~~		1 ~~2~~		1		1	2	~~4~~ 3
Ewald, Donald	8560 Delaney Drive		1		~~1~~		1 ~~2~~	1				1				1	1	~~4~~ 3
Heffel, Alex	7625 River Rd.												1		1		~~1~~ 2	~~1~~ 2
Histed, Gordon	6585 Pierce Rd.	~~1~~			1		1 ~~2~~				1	1	1				1	~~4~~ 3
LaVier, John	12835 Vasold Rd.		1			~~1~~	1 ~~2~~											~~2~~ 1
Leaman, Jack	7375 River Road			1		1	2		1		1	2						4
Long, Floyd	12215 Freeland Rd.														1		1	1
Manchester, Ken	12555 Freeland Rd.												1	1		1	~~2~~ 3	X 3
McLaughlin, Jack	8595 Delaney Drive												1	1			2	2
Pleako, Mike	12935 Freeland Rd.										1	1						1
Praay, Clare	12185 Freeland Rd.												1			1	~~1~~ 2	~~1~~ 2
Qualman, James	7949 Otto Drive									1		1				1	1	2
Rossman, Rudolph	3620 River Road															1	1	1
Schaeding, Fred	11810 Freeland Rd.	1					1	1	1		1	3						4
Seder, Gerald	12425 Wilkinson Rd.		1				1											1
Shepherd, Ted	10825 Vasold Rd.								1			1	1	1			~~1~~ 2	~~2~~ 3
Shaw, Wayne	7926 Carle Rd.	1					1											1
Short, Donald	7660 Mielke Rd.								1			1						1
Smith, Wesley	11952 Lema Place		1				1											1
Stebner, Alvin	8105 Wegner Lane			1			1	1				1				1	1	3
Vasold, Richard	7005 River Rd.														1		1	1
Teachout, Philip	7675 River Rd.			1			1							1			1	2
Winchell, Bruce	12518 Scott Rd.					1	1	1		1		2	1				1	4
PAGE TOTAL		~~6~~ 5	~~5~~ 6	3	~~2~~ 1	~~4~~ 3	~~20~~ 18	5	7	~~4~~ 3	5	~~21~~ 20	~~4~~ 8	8	5	~~10~~ 9	~~27~~ 30	68

Figure 2

GROUP A CONTINUED

Family Name	Address	K	1	2	3	4	T	5	6	7	8	T	9	10	11	12	T	GRAND TOTAL
Garner, Richard	8920 Webster Rd.			2	1	1	4	1				1						5
Garrison, Carry	9811 Elmwood		1				1											1
Gay, Harry	8250 Midland Rd.												1		1	1	3	3
Goddard, James	6759 Midland Rd.	~~1~~	1				1 ~~2~~											~~2~~ 1
Hall, Buddy	360 Third St.	1					1	1				1						2
Hallman, Gerald	1815 Hotchkiss			~~1~~	1	1	2 ~~3~~											~~3~~ 2
Hanley, Joe	510 Church St.														1		1	1
Harrison, Robert	9874 El mwood Dr.			1			1											1
Hartley, William	10635 Sarle Rd.		1			~~1~~	1 ~~2~~			1		1						~~3~~ 2
Haselhun, Leroy	6848 Hospital Rd.							~~1~~	1		1	2 ~~3~~	1	1	1		3	~~6~~ 5
Haswell, Albert	9851 Garfield Rd.				1		1						1		~~1~~		1 ~~2~~	~~3~~ 2
Hathaway, Buell	145 Washington				1		1									1	1	2
Henning, Otto	7040 Midland Rd.								1		1	2	1				1	~~2~~ 3
Hensler, Elmer	7595 Hospital		1				1											1
Hobbs, W. H.	185 Washington				1		1	1				1						2
Hrcka, Joe	215 Fifth St.													1		~~1~~	1 ~~2~~	~~2~~ 1
Ignatowski, James	163 Fourth St.	1		1			2											2
Hunt, Robert	649 Second St.		1				1											1
Jones, Mervin	1040 Wheelock		1			1	2											2
Kanouse, Alan	910 Church St.				1		1		1		1	2						3
Keidel, Oscar	10589 Hackett															1	1	1
Kelly, Howard	346 Second St.										1	1						1
Kerridge, Gary	10250 Midland Rd.		1	1	1		2				1	1						3
Kindel, Albert Mrs.	9285 Garfield														1		1	1
Koch, William	6235 Pierce									1		1				~~1~~	~~1~~	~~2~~ 1
Kocisky, Gerald	10050 Gleaner Rd.										1	1						1
Kranz, Edwin	11109 LaDuke														1		1	1
Krauss, Ernest	6150 Garfield Rd.															1	1	1
Krentz, Emil	10576 Webster Rd.															1	1	1
Kurn, Samuel	7595 Midland Rd.		1		[illegible]	1	2			1		1						3
PAGE TOTAL		~~3~~ 2	7	~~6~~ 5	7	~~5~~ 4	~~28~~ 25	~~4~~ 3	3	3	6	~~16~~ 15	~~3~~ 4	2	~~6~~ 5	5	~~18~~ 16	~~[illegible]~~ 56

Figure 2 page 2 of 9

GROUP A CONTINUED

Family Name	Address	K	1	2	3	4	T	5	6	7	8	T	9	10	11	12	T	GRAND TOTAL
Kwiatkowski, Audrey	7870 Pierce Rd.	1					1											1
Lam, Kim	190 First St.	1		1			2											2
Kamb, Weldon	9915 Midland Rd.												1				1	1
Laplow, Ray	905 Meyers									1		1		1			1	2
Latoski, Delores	180 Johnson									1		1	1				1	2
Leuenberger, Don	10100 Carter Rd.															1	1	1
Mehl, Jacob	6935 Garfield Rd.								1			1						1
Maki, Richard	8785 Gilmore Lane	1					1											1
Manor, John	236 Seventh St.	1	1				2											2
Lincoln, Alvin	11275 LaDuke														1		1	1
Linton, Ray	190 Third Street							1	2		1	4			1		1	5
Lipp, J. D.	9950 Elmwood Dr.		1		1		2			1		1		1			1	4
Lone, Mary	210 Washington				1		1											1
Lovell, James	6481 Garfield		1			1	2											2
Malcolm, William	6115 Garfield															1	1	1
Marolf, Leland	6120 Garfield Rd.									1	~~1~~	1~~2~~						~~2~~ 1
Maxwell, Thomas	175 Washington		1		~~1~~		1~~2~~	1		1		2						~~4~~ 3
Mauer, Richard	6100 Freeland Rd.								1	1		2				~~1~~	~~1~~	~~3~~ 2
McFall, Laurence	9840 Midland Rd.	1					1											1
Melcher, Andrew	7265 Hospital								1			1						1
Meyer, Don	175 Washington									1		1	1			~~1~~	~~2~~ 1	~~3~~ 2
Mielke, Ken	1785 Hotchkiss									1		1	1				1	2
Miller, Henry	410 Washington									1		1			1		1	2
Mikoliazik, Leo	5245 Pierce					1	1				1	1						2
Mosher, Arthur	10005 Midland Rd.										1	1						1
Moreno, Stanley	10340 Midland Rd.	1					1											1
Muessig, Robert	8860 Gilmour Lane	~~1~~			1	1	2~~3~~											~~3~~ 2
Muttscheller, Harold	South Main Street					1	1							1			1	2
Nentwig, Charles	320 10th St.	1		1	1		3											3
Neuman, Gail	215 Johnson									1		1	1				1	2
PAGE TOTAL		~~8~~ 7	4	2	~~5~~ 4	4	~~23~~ 21	2	5	10	~~4~~ 3	~~21~~ 20	5	3	3	~~4~~ 2	~~16~~ 13	~~58~~ 54

Figure 2 page 3 of 9

GROUP A CONTINUED

Family Name	Address	K	1	2	3	4	T	5	6	7	8	T	9	10	11	12	T	GRAND TOTAL
Noykos, Stanley	158 S. Second St.													1			1	1
Olson, Ray	230 3rd St.												1		1	~~1~~	~~3~~ 2	~~3~~ 2
Priest, Robert	9865 Garfield Rd.				1		1											1
Prokop, George	10350 Midland Rd.		1	1			2											2
Ranes, Jack	173 Sixth St.		1				1											1
Richards, Harold	380 Church St.		1				1	1				1						2
Roberts, Al	115 Fourth St.														1		1	1
Robbins, Melvin	7731 Midland Rd.	1					1											1
Richard, Russell	7420 Lawndale Rd.			1	~~1~~	1	2~~3~~		~~2~~ 1		3	~~5~~ 4		1			1	~~8~~ 7
Raymond, Roy	7514 Hospital Rd.	1					1											1
Salawasser, Donald	8845 Gilmore Lane			1		1	2											2
Sanford, Gus	11133 LaDuke				1		1			1		1						2
Sasse, Vera	6460 Garfield Rd.															1	1	1
Savard, Donald	341 Harvey			1			1			1	1	2						3
Schlicker, Alfred	10845 Garfield Rd.													1			1	1
Schlicker, Elmer	6785 Hospital Rd.	~~1~~			1		1~~2~~	1				1						~~3~~ 2
Scott, Alton	10385 Gleaner Rd.							~~1~~	2			2~~3~~	2				2	~~5~~ 4
Shaver, James	335 Third St.	1	2			~~1~~	~~4~~ 3											~~4~~ 3
Shivery, Robert	6561 Pierce Rd.	1			1		2											2
Skeba, Bernard	8090 Webster Rd.							1				1		1			1	2
Smile, Bernard	8805 Gilmore Lane		1	1	1	~~1~~	~~4~~ 3											~~4~~ 3
Spindler, Carl	10050 Midland Rd.									1		1		1			1	2
Spindler, Robert	6660 Garfield Rd.													1			1	1
Stock, Orville	6825 Midland Rd.					1	1				1	1						2
Strecker, Alex	405 S. Second St.															1	1	1
Strecker, Henry	6875 Midland Rd.															1	1	1
Stuckman, Walter	9930 Webster Rd.														1		1	1
Tebbe, Kenneth	150 Washington	1	1				2											2
Terwilliger, Judd	190 Second St.		1				1											1
Thornton, Joseph	8978 Highland Dr.										1	1						1
Timmons, Rbbert	165 Seventh St.														1		1	1
Trace, John	9619 Midland Rd.			1			1	1				1	1				1	3
PAGE TOTAL		~~6~~ 5	8	6	~~6~~ 5	~~5~~ 3	~~31~~ 27	~~5~~ 4	~~4~~ 3	3	6	~~18~~ 16	4	6	4	~~4~~ 3	~~18~~ 17	~~67~~ 60

Figure 2 Page 4 of 9

GROUP "A" CONTINUED

Family Name	Address	K	1	2	3	4	T	5	6	7	8	T	9	10	11	12	T	GRAND TOTAL
Arnold, Rexford	4835 Curve Rd.					1	1		1			1						2
Bartlett, Clifford	10182 Dice Rd.								1		~~1~~	~~2~~ 1					~~2~~	~~2~~ 1
Borm, Albert	11610 Dice Rd.													1		1	2	2
Bohn, Minchell	4665 River Rd.	2					2											2
Bohn, William	9305 Dice Rd.	1					1											1
Burbeck, Fred	9861 Senora		1				1											1
Couer, Robert	9430 Fairlane									1		1						1
Conrad, William	10189 Dice Rd.				~~2~~ 1		~~2~~ 1			1		1		1			1	~~4~~ 3
Crockett, Guy	9305 Dice Rd.			1	1		2											2
DeBolt, Vivian	11400 Tittabawassee							1				1			1		1	2
DuCharme, Robert	5575 N. River Rd.			1			1	1				1						2
Edison, Peter	5275 N. River Rd.					1	1											12
Gallant, John	10350 Tittabawassee	~~2~~ 1		1	1	1	~~5~~ 4											~~5~~ 4
Giacoletti, Sam	3830 River Road															1	1	1
Gonzales, Andres	9230 Frost Road								~~1~~	1		~~2~~ 1			1		1	~~3~~ 2
Hartung, Niles	4595 River Road															1	1	1
Hollingsworth, Ron	3801 Thomas Rd.							1				1						1
Holubik, Victor	5020 River Rd.		1				1	1		1			2					3
Horney, Roger	3725 Thomas Rd.				1		1			1		1			1		1	3
Kauffman, Joe	8990 Frost Rd.	1					1											1
Kelly, Robert	3840 River Rd.			1			1		1			1						2
LaLone, Forrest	9605 Dice Rd.		1		1		2											2
Lappeus, Robert	4411 Thomas Rd.		1				1											1
Lauer, Russell	10095 Dice Rd.															1	1	1
Leaman, Edwin	9830 Senora	1					1							1			1	2
Leaman, Lyle	4730 Thomas Rd.								1			1		~~1~~			~~1~~	~~2~~ 1
Leaman, Robert	[illegible]00 Dice Rd.					~~2~~ 1	~~2~~ 1											~~2~~ 1
Leaman, Westley	4525 Thomas Rd.									1		1				~~1~~	~~1~~	~~2~~ 1
Liedeke, Leonard	3915 Meadow Dr.				1	1	2	1				1						3
Ludgin, Ralph	13075 Tittabawassee										1	1						1
PAGE TOTAL		~~7~~ 6	4	4	~~7~~ 6	~~6~~ 5	~~26~~ 25	5	~~5~~ 4	6	~~2~~ 1	16	2	~~4~~ 3	3	~~5~~ 4	~~14~~ 12	~~50~~ 53

Figure 2 Page 5 of 9

GROUP A CONTINUED

Family Name	Address	K	1	2	3	4	T	5	6	7	8	T	9	10	11	12	T	GRAND TOTAL
McInnis, Ed.	3515 River Rd.		1		1		2		1			1	1			1	2	5
Miller, Robert	3947 Thomas	1					1											1
Mikula, David	4155 Thomas Rd.			1			1	1				1						2
Neuenfeldt, Fred	11819 Dice Rd.	~~1~~		1		1	1 ~~2~~	1				1						~~3~~ 2
Pettinger, Richard	3855 River Rd.			1			1											1
Pilon, Robt. Mrs.	10250 Dice Rd.													1			1	1
Proulx, David	10126 Beamish Ln.		1	1		~~1~~	2 ~~3~~		1			1						~~4~~ 3
Radka, Clifford	3784 River Rd.			1			1		1	1		2						3
Ralph, John	3895 Meadow		1			1	2											2
Redburn, George	9685 Dice Rd.							1		1	1	3						3
Richards, Ed.	10910 Dice Rd.									1		1			1		1	2
Rubier, Jack	9050 Frost Rd.										1	1						1
Satchell, David	5570 River Rd.				1		1				1	1				1	1	3
Savage, Gerald	9845 Dice Rd.										1	1				1	1	2
Schultz, Jack	9303 Dice~~r~~			1			1											1
Sherbert, Donald	3875 Meadow												1	1			2	2
Thompson, Terry	5100 Gleaner Rd.	1					1											1
Twaro, Victor	9575 Dice Rd.		1			1	2			1		1						3
Vasold, Duane	5795 River Rd.			1		1	2											2
Vasold, Frtiz	11195 Tittabawassee								1		1	2	1	1	1		3	5
Vasold, Robert	5990 Gleaner Rd.			1		1	2											2
Ware, Albert	9361 Dice~~r~~ Rd.				1		1	1		1		2						3
Waters, Clarence	6860 River Rd.													1			1	1
Wollmer, Walter	9714 Tittabawassee	1			1		2											2
Wierda, Edwin	4310 River Rd.				1		1	1				1		1			1	3
Bayne, Richard	5395/~~Garfield/Rd.~~ Midland Rd.										1	1		1	1		2	3
Bethke, Dorian	5755 Midland Rd.															1	1	1
Beyersdorf, Donald	5965 Garfield Rd.			1			1		1			1				1	1	3
Brownrigg, Gail	5585 Lawndale Rd.					1	1		1	1		2	1				1	4
Dupuis, Paul	5035 Lawndale Rd.		1		~~1~~		1 ~~2~~	1	1			2						~~4~~ 3
PAGE TOTAL		~~4~~ 3	5	9	~~6~~ 5	~~7~~ 6	~~31~~ 28	6	7	6	6	25	4	6	3	5	~~19~~ 18	~~74~~ 71

Figure 2   Page 6 of 9

GROUP "A" CONTINUED

FAMILY NAME	ADDRESS	K	1	2	3	4	T	5	6	7	8	T	9	10	11	12	TT	GRAND TOTAL
Foulds, Ralph	5610 Lawndale	1					1											1
Hendricks, Harvey	5855 Midland Rd.			1			1											1
Kelly, Dale	5863 Garfield Rd.			1			1											1
Robert, Lyons	5580 Garfield Rd.					1	1			1	1	2						3
Mannion, Jerry	6390 Tittabawassee										1	1	1		1		~~1~~2	~~2~~ 3
Marker, Carl	5195 Lawndale Rd.				1	1	2	1				1						3
Miller, Roy	7390 Tittabawassee			1			1	1				1						2
Rose, William	9055 Kochville	1		1			2											2
Rusch, Robert	8870 Kochville				1		1	1	1			2						3
Sieggreen, Russell	7735 Kochville		1				1						1				1	2
Simpson, George	5645 Midland Rd.					1	1			1		1						2
Suminski, Walter	7410 Tittabawassee			1	1		2		1		1	2	1	1			2	6
Zeilinger, Richard	5980 Hackett Rd.	1					1											1
Abbott, A.	8981 Highland Dr.					1	1											1
Adams, Donald	156 Water	1					1											1
Ames, Carl	10280 Midland Rd.					1	1			1		1						2
Ames, Dexter	9800 Midland Rd.														1		1	1
Anderson, Fred	9900 Freeland Rd.												1				1	1
Bailey, Albert	358 Harvey St.	1			1		2											2
Bauder, Tom	9760 Elmwood Dr.		1	1		~~1~~	2~~3~~				1	1	1				1	~~5~~ 4
Beach, David	6675 Freeland Rd.					1	1											1
Belonga, Volz	9910 Sarle Rd.			1			1											1
Bennett, John	160 3rd St.					1	1	1				1						2
Bennett, William	280 Church St.										1	1		1			1	2
Bohnhoff, Walter	6125 Midland Rd.					1	1	1				1						2
Borgman, Jimmie	8956 Kochville				1	1	2		1			1						3
Bremer, Donald	8101 Webster Rd.							1	1		1	3						3
Brubaker, Murray	341 10th St.		1				1	1	1			2						3
Boyke, Ed.	7230 Lawndale	~~1~~				1	~~2~~ 1											~~2~~ 1
Burgoyne, John	285 First St.														1		1	1
Burnett, David	140 First St.				1		1											1
PAGE TOTAL		~~6~~ 5	3	7	6	~~11~~ 10	~~33~~ 31	7	5	3	6	21	5	2	~~2~~ 3		~~9~~ 10	~~63~~ 62

Figure 2 Page 7 of 9

GROUP A CONTINUED

Family Name	Address	K	1	2	3	4	T	5	6	7	8	T	9	10	11	12	T	GRAND TOTAL
Campbell, Sydney	9730 Midland Rd.														1		1	1
Chance, Frances	905 Church St.													1			1	1
Chase, Ronald	10300 Midland Rd.												1				1	1
Christianson, John	10350 Midland Rd.		1		1		2	1				1						3
Eolbeck, Wade	295 4th St.													1	1		2	2
Conner, George	7975 Center Rd.				1		1											1
Cook, Howard	6840 Hospital Rd.		1		1		2	1				1						3
Craig, Daniel	8039 Webster Rd.				1		1	1		1		2		1			1	4
Cramer, Richard	9545 Freeland Rd.		1		1		2											2
Curl, Jack	383 Harvey St.							1	1			2			1		1	~~2~~ 3
Davison, Troy	410 Washington St.									1	1	2						2
Davila, Frank	531 Franklin St.					1	1		1		1	2						3
Davila, Urbano	9670 Midland Rd.	1					1											1
Davila, Urbano Jr.	9865 Gleaner Rd.			1			1											1
Davey, Kenneth	1095 Washington														1		1	1
Delaney, Grant	255 N. Main St.					1	1								1		1	2
Denslow, Willard	10350 Midland Rd.	1					1	1				1						2
Dietzel, Robert	281 Meyers													1			1	1
Dolson, William	904 Meyers								1			1		1	1		2	3
Doyle, Everett	10350 Midland Rd.									1		1						1
Dullinger, Rondel	7610 Lawndale Rd.			1			1	1				1						2
Eaton, James	840 Church St.								1			1	1		1		2	3
Elenbaas, Clayton	260 Third St.		1				1		1			1						2
Dill, James	7775 Pierce Rd.	1			1		2	1				1						3
Fenski, William	9888 Elmwood Dr.		1				1											1
Fink, Gary	9875 Freeland Rd.			1		~~1~~	~~2~~ 1			1		1						~~3~~ 2
Fisher, William	7245 Midland Rd.															1	1	1
Fite, Robert	980 Wheelock									1		1						1
Forsberg, Richard	943 Wheelock			1			1				1	1	1				1	3
Fowler, Jack	845 Church St.					1	1						1			1	2	3
Fox, Duane	930 Roeser				1	1	2						1	1			2	4
Fritz, Ted	335 Second St.															1	1	1
PAGE TOTAL		3	5	4	7	~~5~~ 4	~~24~~ 23	7	5	5	3	20	5	6	~~6~~ 7	3	~~20~~ 21	64

Figure 2 Page 8 of 9

GROUP "A" CONTINUED

Family Name	Address	K	1	2	3	4	T	5	6	7	8	T	9	10	11	12	T	GRAND TOTAL
Urbancik, Jerry	8049 Webster Rd.					1	1											1
Vickers, James	9105 Webster			1			1	1		1		2			1		1	4
Vickroy, John	420 Secon St.										1	1		1			1	2
Vinson, Lawrence	10311 Gleaner										1	1	1				1	2
Waite, Harold	8651 Midland			1			1		1			1		1		1	2	4
Wagner, Floyd	6835 Hackett														1		1	1
Walker, Thomas	7720 Hospital		1				1		1			1	1	1	1		3	5
Wegner, Donald	7610 Midland Rd.			1			1		1	1		2			1		1	4
Wbbb, Benjamin	9045 Pierce	1					1											1
Whitman, Forest	9884 Sarle															1	1	1
Whitney, Jacob	9645 Webster	1				1	2	1				1						3
Wilder, Ivan	294 Fourth	1					1											1
Wilkins, Ronald	325 Third St.	1	1				2											2
Williams, Grant	8925 Webster				1		1		1			1		1			1	3
Williams, Theo.	8815 Webster			1	1		2											2
Williamson, Alex	10350 Midland		1	1		1	3	1				1						4
Wissner, Kenneth	6807 Freeland	~~1~~	1		1		2~~3~~	1		1		2						~~2~~ 4
PAGE TOTAL		~~5~~ 4	4	5	3	3	~~20~~ 19	4	4	3	2	13	2	3	5	2	12	~~45~~ 44
GRAND TOTAL STUDENT DISTRIBUTION			46	45	44	42		43	43	42	38		39	39	38	33		
GROUP A (YELLOW)		20–20																

Figure 2 Page 9 of 9

PROGRAM
"STAY"

FAMILY & STUDENT VACATION SPREAD 12 MONTH SCHOOL YEAR GROUP "B"

GROUP "B" (Blue) will be set up similar to Group **A** with the following spread:

ACADEMIC SPREAD

K	1	[illegible]	[illegible]	4	5	6	7	8	9	10	11	12
20-20	46	45	44	42	43	43	42	38	40	40	38	33

Figure 3

PROGRAM
"STAY"

FAMILY & STUDENT VACATION SPREAD 12 MONTH SCHOOL YEAR GROUP "C"

GROUP "C" (Red) will be set up similar to Group A with the following spread:

ACADEMIC SPREAD

K	1	2	3	4	5	6	7	8	9	10	11	12
20-20	46	45	44	42	43	43	42	38	40	40	38	33

Figure 4

PROGRAM
"STAY"

ACADEMIC & VACATION SCHEDULES
FOR
GRADES K-12, SCHOOL YEAR 1970-71

Terms	Term Dates	Group "A"	Group "B"	Group "C"
Term #1	May 11, 1970 June 16, 1970	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #2	June 17, 1970 July 24, 1970	Vacation 27 Days	Academic 27 Days	Academic 27 Days
Summer Holiday	July 27, 1970 August 7, 1970	Total School District Master Vacation K-12 10 Days		
Term #3	August 10, 1970 September 17, 1970	Academic 28 Days	Vacation 28 Days	Academic 28 Days
Term #4	September 18, 1970 October 23, 1970	Academic 26 Days	Academic 26 Days	Vacation 26 Days
Term #5	October 26, 1970 December 3, 1970	Vacation 29 Days	Academic 27 Days	Academic 27 Days
Term #6 Christmas Vac. Included	December 4, 1970 January 14, 1971	Academic 28 Days	Vacation 30 Days	Academic 28 Days
Term #7	January 15, 1971 February 22, 1971	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #8	February 23, 1971 March 31, 1971	Vacation 27 Days	Academic 27 Days	Academic 27 Days
Term #9	April 1, 1971 May 7, 1971	Academic 27 Days	Vacation 27 Days	Academic 27 Days
		Academic Days 163	Academic Days 161	Academic Days 164
		Vacation Days 93	Vacation Days 95	Vacation Days 90

PROGRAM "STAY"

ACADEMIC & VACATION SCHEDULES FOR GRADES K-12, SCHOOL YEAR 1971-72

Terms	Term Dates	Group "A"	Group "B"	Group "C"
Term #1	May 10, 1971 June 15, 1971	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #2	June 16, 1971 July 23, 1971	Vacation 27 Days	Academic 27 Days	Academic 27 Days
Summer Holiday	July 26, 1971 August 6, 1971	Total School District Master Vacation K-12 10 Days		
Term #3	August 9, 1971 September 15, 1971	Academic 27 Days	Vacation 27 Days	Academic 27 Days
Term #4	September 16, 197 October 22, 1971	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #5	October 25, 1971 December 3, 197	Vacation 28 Days	Academic 28 Days	Academic 28 Days
Term #6	December 6, 1971 January 17, 1972	Academic 27 Days	Vacation 27 Days	Academic 27 Days
TERM # 7	January 18, 1972 February 22, 1972	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #8	February 23, 1972 March 31, 1972	Vacation 28 Days	Academic 28 Days	Academic 28 Days
Term #9	April 3, 1972 May 10, 1972	Academic 28 Days	Vacation 28 Days	Academic 28 Days
		Academic Days 163 Vacation Days 93	Academic Days 164 Vacation Days 92	Academic Days 165 Vacation Days 91

PROGRAM
"STAY"

ACADEMIC & VACATION SCHEDULES
FOR
GRADES K-12, SCHOOL YEAR 1972-73

Terms	Term Dates	Group "A"	Group "B"	Group "C"
Term #1	May 11, 1972 June 19, 1972	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #2	June 20, 1972 July 28, 1972	Vacation 28 Days	Academic 28 Days	Academic 28 Days
Summer Holiday	July 31, 1972 August 11, 1972	Total School District Master Vacation K-12 10 Days		
Term #3	August 14, 1972 September 21, 1972	Academic 28 Days	Vacation 28 Days	Academic 28 Days
Term #4	September 22, 1972 October 30, 1972	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #5	October 31, 1972 December 8, 1972	Vacation 27 Days	Academic 27 Days	Academic 27 Days
Term #6	December 11, 1972 January 22, 1973	Academic 27 Days	Vacation 27 Days	Academic 27 Days
Term #7	January 23, 1973 February 28, 1973	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #8	March 1, 1973 April 6, 1973	Vacation 27 Days	Academic 27 Days	Academic 27 Days
Term #9	April 9, 1973 May 16, 1973	Academic 27 Days	Vacation 27 Days	Academic 27 Days

	Group "A"	Group "B"	Group "C"
Academic Days	163	163	164
Vacation Days	92	92	91

PROGRAM
"STAY"

ACADEMIC & VACATION SCHEDULES
FOR
GRADES K-12, SCHOOL YEAR 1973-74

Terms	Term Dates	Group "A"	Group "B"	Group "C"
Term #1	May 17, 1973 June 25, 1973	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #2	June 26, 1970 August 3, 1973	Vacation 28 Days	Academic 28 Days	Academic 28 Days
Summer Holiday	August 6, 1973 August 17, 1973	Total School District Master Vacation K-12 10 Days		
Term #3	August 20, 1973 September 25, 1973	Academic 26 Days	Vacation 26 Days	Academic 26 Days
Term #4	September 26, 1973 November 1, 1973	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #5	November 1, 1973 December 12, 1973	Vacation 27 Days	Academic 27 Days	Academic 27 Days
Term #6	December 13, 1973 January 23, 1974	Academic 27 Days	Vacation 27 Days	Academic 27 Days
Term #7	January 24, 1974 March 1, 1974	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #8	March 4, 1974 April 9, 1974	Vacation 27 Days	Academic 27 Days	Academic 27 Days
Term #9	April 10, 1974 May 17, 1974	Academic 27 Days	Vacation 27 Days	Academic 27 Days

Academic Days	Academic Days	Academic Days
161	163	162
Vacation Days	Vacation Days	Vacation Days
92	90	91

PROGRAM

"STAY"

CHAPTER III

ACADEMIC PROGRAM

PROGRAM

"STAY"

THE TEACHER & STUDENT CLASS SCHEDULE UNDER THE TRI-SEMESTER CALENDAR

INTRODUCTION

The Freeland program contemplates a tri-semester system in which two-thirds of the students are in school at any one time. The school year for each student consists of 162 days during which classes are in session. In order for students to have the equivalent amount of classroom time that is provided in a school calendar of 180 days, it is necessary to lengthen the school day by 45 minutes. Thus, each student in the junior-senior high school would attend for 6 hours and 45 minutes plus the lunch period, while elementary school children would attend for 6 hours and 15 minutes plus lunch.

Described below is a method of using the additional 45 minutes daily in the secondary schools so as to maximize instruction and to provide an opportunity for carrying on certain instructional activities which are necessary.

A. The Daily Class Schedule

Under the plan proposed above, it is assumed that each secondary school could continue to use the schedule which it found most suitable under the 180-day calendar for the first 6 hours of instructional time. For example, if the schedule provided for six periods of 55 minutes in length, the 45-minute period coming at the end of the school day would provide an additional period of instruction for each regularly scheduled class every 6th day. All examinations might be conducted during one or the other period on that day only, which would insure that students would not be overloaded with Friday examinations, as now often occurs. If an examination could not be scheduled during the 7th period, the instructor might use the additional period for special help, for makeup examinations, for student conferences, for individual and group projects. It is contemplated that there would be 162 periods devoted to classroom instruction, exclusive of examinations and other routines, which would be approximately equivalent to time now available in the regular school calendar. Twenty-six additional periods of instruction for each class, assuming a six-period day, would be available for examinations, makeup, special help, etc.

B. Teacher Load

Classroom teachers who are now scheduled for five periods of instruction in the traditional six-period day would be responsible for six periods each day under the tri-semester plan, with the exception of a five-period assignment every sixth day. Under this tri-semester plan, teachers would continue to spend as much total time in the classroom as under the traditional calendar of 180 days because of the lengthened school day.

PROGRAM

"STAY"

ACADEMIC PROGRAM INTRODUCTION

With the adoption of program "STAY", the academic program in grades K-12 would not be changed or reduced in any way. The program would remain the same as it has been described on the following pages. It would be our assumption that the academic program would be enlarged because of the program creating extra facilities. It would be further assumed that the academic program would be of greater value to the students because of smaller teacher-student ratios and closer academic relations with a permanent teaching staff because of better wages.

As you review our current academic program, you will notice that we are recommending additional areas of curriculum expansion and improvement.

The student academic placement should be a combined, cohesive action of the student, parent, teacher, counselor, and administrators involved.

Enrichment and acceleration classes provide a needed function in the school so as to realize the full potential of students no matter what ability they might posess. We definitely feel that these classes should be in-corporated in the full year program in order to provide a complete, educationally sound, program.

With the current academic program that is now being offered within Freeland Schools it would also be recommended in the final development that a closer cooperative effort be initiated with Delta College and with Saginaw Valley College in order to expand the academic areas and college bound students and the vocational and technical areas of the non-college bound student. It is felt that with this cooperative effort between these two higher educational institutions of learning that we will be able to offer the academic or the vocational bound student, a much better program, economically and professionally, than if we were to undertake it locally.

FREELAND HIGH SCHOOL
CURRICULUM 1970-71

There are several courses of study which lead to a diploma from Freeland High School. The following information, however, is designed to help students and their parents to plan that particular program which best fits the needs of each individual student.

We realize that it is often very difficult to decide, as a high school student, just what you want to do after high school. It is for this reason that we ask you to be thinking and asking questions about jobs, college, service, etc. Though you still may not be sure, we recommend that you choose one curriculum and follow it for four years. Changes in your curriculum are always possible and necessary as future plans become more certain.

Graduation Requirements For All Curriculums Are As Follows:

1. Each student must attempt 20 units of credit, however, 19 earned credits is sufficient for graduation.
2. English - 3 units
3. Mathematics - 1½ units
4. Science - 2 units
5. Social Science - 2½ units
6. Physical Education - 1 unit

Courses are all given ½ unit credit per semester except for the following which are ¼ unit per semester:

Library Aide
Office Aide
Teacher Aide
Industrial Arts Aide
Physical Education Aide
A/V Aide
Tutor

GENERAL CURRICULUM
Four Year Schedule

Freshman	Sophomore	Junior	Senior
English	English	English	Government
P.E.	Math	American History	Problems in Democracy
Science	Science		

Recommended electives - any course which meets the individuals need.

COLLEGE PREPARATORY CURRICULUM

The purpose of this course of study is two-fold: (1) Preparation of the student who is college-bound to meet the entrance requirements of the institution of his choice. All of the courses recommended here are not required by every college and or in all college curriculums. However, to meet the requirements of most four year college programs, it is recommended that you follow the following plan. (2) To provide a good liberal arts education for the above-average student who doesn't paln to attend college.

This curriculum is not recommended for any student with below average grades.

RECOMMENDED FOUR YEAR SCHEDULE

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English	English	English	English
Algebra I	Chemistry	American History	Government
Biology BSCS	Geometry	Algebra II	Economics
Physical Education	Foreign Language	Two Electives	Physics
Foreign Language	Elective		Two Electives

SUGGESTED ELECTIVES

- World History
- Geography (Political)
- Geography (Physical)
- Typing I
- Speech
- Trigonometry
- Bookkeeping
- Psychology
- Philosophy
- Mechanical Drawing
- Art
- Band
- Choir
- Journalism

INDUSTRIAL ARTS CURRICULUM

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English	English	English	Government
Natural Physical Science	Physical Education II	American History	Problems in Democracy
General Math	Industrial Arts II	Industrial Arts III	Blue-Print Reading
Physical Education I	Mechanical Drawing II	Mechanical Draw. III	3 Electives
Industrial Arts I or Mechanical Drawing	Elective	Elective	

SUGGESTED ELECTIVES

- Band
- Choir
- Art
- Algebra I
- Psychology
- World History
- Speech
- Geography (Physical)
- Geography (Political)
- Chemistry
- Geometry

HOME ECONOMICS CURRICULUM

RECOMMENDED FOUR YEAR SCHEDULE

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English	English	English	Government/ Problems in Democracy
Physical Education I	Advanced Home Economics	American History	Speech
General Math	Biology	Home Economics II	World History
or	Typing I	Consumer Math	Two Electives
Algebra I	Elective	Elective	
Natural Physical Science			
Home Economics I			

SUGGESTED ELECTIVES

- Psychology
- Chemistry
- Geography (Physical)
- Geography (Political)
- Algebra I
- Geometry
- Art
- Band
- Choir
- Typing II
- General Business
- Journalism

BUSINESS CURRICULUM

RECOMMENDED FOUR YEAR SCHEDULE

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English	English	English	Government/ Economics
General Business	Typing I	American History	Office Practice
or	Home Economics I	Shorthand I	Bookkeeping
Typing I	Two Electives	Typing II	Shorthand II
Physical Education I		Elective	Elective
General Math			
Natural Physical Science			

SUGGESTED ELECTIVES

- Band
- Art
- Physical Education II
- Algebra I
- Chemistry
- Biology
- Home Economics II
- Psychology
- World History
- Speech
- Journalism
- Choir
- Geography (Physical)
- Geography (Political)

DESCRIPTION OF COURSES

ENGLISH

English I:

Required of all freshmen. A course in reading literature of all types. Also a reinforcement and extension of grammar, composition and vocabulary.

American Literature:

A class for both juniors and seniors in which we discuss the beginning of American Literature, and a thorough coverage of our American Authors and their writing.

English Literature:

A class open to seniors only in which we discuss English Authors, what they wrote, and the effects their writing had on our own American heritage and literature.

Survey of English:

A two semester course open to sophomores, juniors and seniors. A survey of literature of the world with emphasis on appreciation. Some composition with the literature. (Prerequisite: English I)

Beginning Composition:

(Grades 10, 11, 12)

This is a fundamental course in composition, remedial in nature it is designed for students who need much individual assistance in writing skills.

Advanced Composition:

A class open to grades 10-12 in which you learn how to properly express your ideas, feelings and opinions in writing.

Educational Writing:

This course is offered for seniors who are interested in learning to write proper business letters, essay types of tests, and working knowledge of note-hand. Educational Writing is recommended for both College and Non-College bound students.

Readings in Drama:

This is a class in oral expression open to 10, 11, and 12th graders.

Speech:

This course is to teach students to express themselves simply, clearly, and fluently in conversation and in a variety of formal and informal speech situations.

Studies in Mass Media:

This course is a general study of the Mass Media: magazines, newspapers, T.V., radio, movies, records and paperback books.

Advanced Speech:

(New Course)

This course would be a follow-up elective course in public speaking, oral interpretation, dramatics and/or debate for talented or interested persons.

Contemporary Literature:

(New Course)

This would be a reading and discussion course on modern literature, drama, poetry, essays, fiction and other readings of great impact at the time the course is being offered. Grades 10, 11, and 12.

DESCRIPTION OF COURSES

LANGUAGE ARTS

German I:

This course involves the study of the vocabulary and structure of the German language including pronunciation rules, word order, prepositions, conjugation of verbs and declension of nouns. Students will also read and translate German text materials, study the German culture and people, learn speech patterns and practice elementary German conversation.

German II: (New Course)

Students read and translate the text materials. New vocabulary is learned. The text contents concerning the aspects of German culture, history and traditions will be discussed and explained. Structure of the language: grammar, interrogatives and subordinating conjunctions, relative pronouns and clauses, perfect tense of models, double infinitives-word orders, infinitive with certain verbs, infinitives with and without "zu", passive voice, false passive, subjenctive, indirect discourse, questions and commands, and real and unreal conditions.

German III: (New Course)

This course is offered so the student will be able to translate German texts into correct and diplomatic English and to learn about the various aspects of the foreign culture. Structure of the language, reading and tests, structural patterns are analyzed and discussed, oral and written reports, use of various grammatical patterns and forms, use of irregularities in sentence structure.

German IV: (New Course)

Same as German III but more advanced. The first textbook will reveal the typical aspects of the German culture, traditions and people. The second textbook will be present excerpts and samples of the master works of German Literature in its different developmental stages and eras.

SCIENCE

Natural Physical Science:

This is a science program based upon an inquiry system of learning. This central science course includes observation, investigation, interpretation and critical study of conclusions leading to an understanding of the processes of science and an acquisition of the fundamental scientific knowledge.

Earth Science:

This is the study of the earth-its structure, composition and the relationship to the universe.

Michigan Conservation:

Semester offering. Course content to be concerned with the following: Michigan's recreational facilities, Michigan's natural resources and Gun and Boating safety.

Biology:

This course is designed for the 10th grade students who have not yet had biology, also those 9th grade students who have demonstrated scientific ability.

SCIENCE (cont.)

Advanced Biology:

A course designed for students who plan to continue in college science. The course will be mainly a laboratory course with an introduction to several phases of biology including comparitive anatonomy, physiology, microbiology and bacteriology. Pre req. - Biology and Chemistry

Chemistry:

This course is designed to provide the student with a knowledge of the fundamentals, principles, hypotheses, theories, laws, generalizations and facts in chemistry. 11th and 12th graders with some selected 10th graders. Pre req. - Algebra

Physics:

In this course, the students study the principles and hypothesis and important formulas and receives a thorough mathematical treatment of Newtonian, or classical physics. 12th graders with some selected 11th graders. Pre req. - Chemistry or Advanced Math

BUSINESS

Introduction to Business:

The course encompasses an overview of the importance of business activities in personal and national welfare. In addition, it provides initial knowledge of the varied fields of business which may be helpful in career selection. Practical aspects of the course includes information in the use of banks, credit, insurance and related topics of consumer interest. Grade Level 9th-12th. No prerequisites.

Typing I:

Typing I is devoted to the building of sound fundamental typing habits. The student should acquire the ability to type themes, letters, outlines and in addition, the ability to follow directions. Course offered at 10th, 11th and 12th grade level. No prerequisites.

Typing II:

The emphasis of Typing II is an office-type production and increase in straight copying skill. A workbook pad of business forms to accompany the text provides forms similar to those the beginning worker will encounter in business. This course should qualify the student to enter the business office as a typist. Prerequisite - Typing I.

Bookkeeping:

Provides initial experience in accounting that is desirable background for those contemplating a business career in accounting, advertising, secretarial office position, selling, data processing and other related business occupations. 11 and 12th grade level. Prerequisite: Minimum average grade C.

Shorthand I:

This course introduces a form of writing by sound called shorthand. Students are taught how to read and write shorthand at a rate of at least 80 words per minute, upon completion of Shorthand I. Prerequisite: Typing I.

BUSINESS (cont.)

Shorthand II:

The primary objective of Shorthand II is to develop speed and accurate translation of shorthand notes into mailable typed copy. After completing Shorthand II, the student should be prepared to take dictation at 120 words per minute, and type mailable letter and accurate copy. Prerequisite: Shorthand I.

Clerical Office Practice:

Clerical office practice is a general course for developing a level of competence in handling office duties required in an office position. To maintain and improve upon previously learned knowledges which the student has not had an opportunity to acquire previously, and to intergrate old and new skills by realistic assignments.

INDUSTRIAL ARTS

Industrial Arts I:

The areas in which students will be required to work are as follows: mechanical drawing, woodworking, sheetmetal, woodturning, powertools and scale model construction.

Industrial Arts II:

The areas in which students will be required to work in are as follows: plastics forming, metal spinning, electricity, band iron, geometric constructions and drawing instrument construction. Students are given free movement in the following areas: drawing, woodworking, sheetmetal and woodturning.

Industrial Arts III:

The areas in shich students will be required to work are as follows: metal lathe, power mechanics, gas and arc welding, pattern making and plastics turning.

Industrial Arts IV:

The areas in which students will be required to work are as follows: fiberglass, design and construction of a teaching aid, design and construction of some piece of shop equipment, tool care and maintenance, home construction and furniture construction.

Mechanical Drawing I:

Students will gain drawing experiences in the following areas: use of instruments, lettering, geometrical construction, shape description (orthographic projections) freehand sketching, pictorial drawing, working drawings, and construction drawings.

Mechanical Drawing II:

Students will gain drawing experiences in the following areas: use of instruments, lettering, geometrical construction, orthographic projections, sections, auxiliary views, sketching, bolts and screws, isometric projections and oblique projections.

INDUSTRIAL ARTS (cont.)

Mechanical Drawing III:

A student may select work in one of two areas or a limited amount of work in both. The two areas are machine drafting and architectural drafting. In machine drafting work is done in freehand sketching and assembly and detail drawings. In architectural drafting, aside from many detailed drawings, there is much work done in scale model construction.

Blueprint Readings:

Students will gain experiences in the following areas: use of instruments, lettering, freehand sketching, drawing interpretation,,abbreviations, line identification, types of drawings, bolts and threads, touch of architecture.

FINE ARTS

Band:

Senior high school class in instrumental music. Offered as an elective for four years.

Vocal Music:

Open to all students grades nine through twelve, instruction in reading music, choral accuracy and interpretation, participation in performances.

Arts and Crafts:

Crafts is designed for students who are not necessarily artistic but enjoy working with art materials and following steps to complete an art project. The elements of good design are emphasized and encouraged. Course contents are fundamentals of art, pottery, weaving, printing, and paper mache.

Art I:

Concern for the elements of art (line, space, form, value, color and texture) with consideration for composition, balance, proportion. The materials introduced here include pencil, charcoal, ink, watercolor and paper work with the art elements. In the third dimension, balsa, plaster and clay are used and cork and linoleum block from the printing media. Introduction of new medias throughout the year.

Art II:

The emphasis in Art II is proficiency, sharpening the students eyes and minds, repeating some projects with a new problem. This includes woodcuts, silk screen, intensive work on the potters wheel and painting with oils and brillants. Jweelry making and other creative crafts are also included. (Prerequisite-Art I)

Art III:

The content of the course depends upon the students in it. They decide their path of study, and only occasionally does the advisor enter the room. This procedure is followed so that the students are truly on an independent study situation, having discussion with the advisor for only specific problems or to become more familiar with a new media or technique. (Prerequisite-Art II)

HOME ECONOMICS

Home Econ. I:

All seven areas: child development, clothing, family relations, foods, health and home safety, housing, management and consumer buying. Emphasis on management and relationships, not only skills.

Home Econ. II:

All seven areas: child development, clothing, family relations, foods, and health and home safety, housing, management and consumer buying. Emphasis on management and relationships, not only skills.

Advanced Home Econ. H-11

A semester course covering the following: clothing, housing, home decorating. Use of resource people and field trips.

Advanced Home Econ. H-12

A semester course covering the following: personal adjustments, marriage, money management, foods, nutrition, child development, home nursing.

PHYSICAL EDUCATION

Physical Education I: (boys and girls)

9th grade required. This course includes team sports, duo sports, individual sports, and self testing activities, including physical fitness and body mechanics.

Physical Education II:

This course is open for all sophomores, juniors, and seniors who would like a year of physical education with the emphasis on duo sports, individual sports and self-testing activities, some field trips like swimming, canoeing and golfing are included. Physical fitness and body mechanics are stressed, with emphasis on individual problem areas.

Physical Education: (Cadet) (Girls and Boys)

Full credit is given for selected sophomores, juniors and seniors who would like to assist in junior high or ninth grade physical education classes. Activities will include refereeing, supervising and some paper work. (Recommendation of teacher.)

SPECIAL COURSES

Correlated Study:

This course is designed to give the student an opportunity to pursue at their leisure an area of interest. In their studies it is hoped they will gain a greater appreciation for related subjects such as reading, writing and arithmetic.

NEW COURSES

Michigan History:

This is the first semester course. This is a survey of what has happened in our state from the impact of the Ice Age to the problems of modern industrial Michigan. (Open to ninth graders only.)

NEW COURSES (cont.)

Civics:

This is the second semester course. This is a course about the leaders, organization, weaknesses and strengths of the government of Michigan, to promote a better understanding of what is going on around us. (Open to ninth graders only.)

SOCIAL STUDIES

United States History:

(Required 11th grade) A study in depth of United States history from 1865 to the present. Attention will be given to music, art and literature of the various periods along with the domestic and diplomatic history.

Government:

(Required 12th grade) A study of national, state and local government of the United States.

Problems:

A semester course offered to seniors. The main purpose of the course is to create an awareness within the student of the present problems existing in our democracy. A knowledge of how our democratic form of government operates, and a determination to do whatever can be done to improve our democracy.

Economics:

The course is designed to further understanding of our economic system so important for intelligent voter participation in local, state and national economic issues.

World History:

The course in World History begins with a unit on the dawn of civilization, and the progresses from ancient and medieval culture to the problems of the present.

Physical World Geography:

The content of this course shall include those forces that create, transform and destroy geographic features. The proper names of these forces and features shall be taught along with their causes and their effects on man.

Political World Geography:

Students will gain knowledge of political boundries of the different countries. Insight on the countries themselves about their economy, culture and political standings. Physical descriptions of the countries are explained in detail.

Philosophy:

This course begins by different definitions of philosophy. The early philosophers are studied, along with the different types, The students bring out their own philosophy, along with participation in listening to other students ideas.

DESCRIPTION OF COURSES

MATHEMATICS:

General Mathematics:

This course is designed to strengthen the understanding of the structure of mathematics and to improve mathematical skills.

Algebra I-A: (Ninth Grade)

The first year of a two year course designed for the person with average ability in math.

Algebra I-B: (Tenth Grade)

Algebra I-B is needed to complete all of the work taught in the Algebra I course.

Algebra I:

This course is designed for the college bound student planning a college program requiring a knowledge of albegra. It is open to students having a B or better in 8th grade math.

Geometry:

This course is a study of points, lines, planes, angle relationships, conguent and similiar polygons and circles, and areas and volumes of solids through deductive reasoning. This class is essential for those who are planning to take trigonometry and physics. (C or better in Algebra I, B or better in Algebra I-B, or recommendation of the instructor.)

Algebra II:

A more advanced study of those topics covered in Algebra I and the study of the number properties of the complex number system, quadratic equations, and logarithms. (C or better in Geometry, or recommendation of instructor.)

Trigonometry and Analytical Geometry:

Trigonometry is a study of trigonometric functions, solution of right triangles, fundamental idenities, angular measure, logarithms, oblique triangles and inverse trigonometric functions. It is highly recommended that students who are taking physics should enroll in trigonometry. Analytic Geometry is a study of points, lines and planes in space, dihedral angles, polyhedrons and spheres through deductive reasoning. (C or better in Algebra II.)

DESCRIPTION OF COURSES

MATHEMATICS CONT.

Consumer Mathematics:

A one semester course open to juniors and seniors. This course will apply towards the math requirement for graduation. This course will be a study of those problem areas as faced with in day to day situations, such as interest, installment buying, mortgages, taxes, insurance, budgets, etc.

OTHERS:

Psychology:

Activities include class discussion on relationships of psychology, human behavior, motivation, and current problems. Films and resource people are used whenever possible.

Personal Typing:

This course is designed to provide college bound students with typing experiences. It is not recommended for students already enrolled in commercial typing courses.

Glee Club: (boys and girls)

This class would be similar to choir only the classes would not be mixed. This class offers students opportunities for singing different types of music.

Music Appreciation:

This class would give the students an opportunity to gain a better appreciation for different types of music.

Music Theory:

This course should be offered for those interested in learning musical notation, intervals, scales etc. Vocal and band students should be encouraged to take music in school not just one or the other.

FREELAND COMMUNITY SCHOOLS

1970 – 1971

STUDENT REQUEST FORM

E90	English I	
E00	Survey of English	S
E01	Contempory Literature	S
E02	American Literature	S
E03	Beginning Composition	S
E04	Advanced Composition	S
E05	Speech	S
E06	Advanced Speech	S
E07	Studies in Mass Media	S
E08	Readings in Drama	S
E09	Journalism	S
E20	English Literature	S
E21	Educational Writing	S

S90	Civics-Mich. History	S
S91	Civics-Mich. Government	S
S00	World History	
S01	Physical Wld. Geography	S
S02	Political Wld. Geography	S
S10	American History	
S11	Psychology	S
S12	Philosophy	S
S20	Government	S
S21	Problems in Democracy	S
S22	Economics	S

B90	Natural Physical Science	S
B91	Biology	
B92	Michigan Conservation	S
B00	Earth Science	
B10	Chemistry	
B20	Physics	
B21	Advanced Biology	

L90	German I	
L91	Spanish I	
L00	German II	
L01	Spanish II	
L10	German III	
L11	Spanish III	
L20	German IV	
L21	Spanish IV	

M90	General Math	
M91	Algebra I A	
M02	Algebra I B	
M93	Algebra I	
M10	Consumer Math	S
M00	Geometry	
M01	Algebra II	
M20	Trig./Anal. Geometry	

C90	Typing I	
C91	Intro. to Business	
C00	Typing II	
C01	Personal Typing	S

C10	Bookkeeping	
C11	Shorthand I	
C20	Office Practice	
C21	Shorthand II	

H90	Home Economics I	
H00	Home Economics II	
H10	Home Economics III	
H11	Home Economics	S
H12	Home Economics	S

P90	Physical Education I Boys	
P91	Physical Education I Girls	
P00	Physical Education II Boys	
P01	Physical Education II Girls	

I90	Industrial Arts I	
I91	Mechanical Drawing I	
I00	Industrial Arts II	
I01	Mechanical Drawing II	
I10	Industrial Arts III	
I11	Mechanical Drawing III	
I20	Industrial Arts IV	
I21	Blue Print Reading	S
I22	Power Mechanics	S

A90	Art I	
A91	Arts & Crafts	S
A00	Art II	
A10	Independent Art	

V90	Band	
V91	Vocal Music	
V92	Music Appreciation	
V93	Music Theory	
V94	Boys Glee Club	
V95	Girls Glee Club	

Z90	Lunch	
Z91	Ltudy Hall	

X90	Library Aide	
X00	H. S. Office Aide	
X01	H. S. Physical Ed. Aide	
X02	H. S. Ind. Arts Aide	
X03	H. S. A/V Aide	
X04	H. S. Teacher Aide	

STUDENT REQUEST FORM – Continued

W10	H. S. Work Study Program
W20	H. S. Released Time Program
W21	H. S. Ind. Study In Science
W22	H. S. Delta College
W23	H. S. Saginaw Valley COLLEGE
W24	H. S. Correlated Learning
W25	H. S. Ind. Study In English
W26	H. S. Ind. Study

Z92	Football
Z93	Basketball
Z94	Wrestling
Z95	Baseball
Z96	Cross Country
Z97	Track
Z93	Golf
Z99	Tennis
Z901	Volleyball (Girls)
Z902	Cheerleaders
Z903	Varsity Club
Z904	Chess Club
Z906	Stamp Club
Z907	Coin Club
Z908	Model Club
Z909	F.H.A.
Z910	Ski Club
Z912	Drama Club
Z913	Forensics
Z914	Art Club
Z915	Year Book
Z916	Future Teachers Club
Z917	Creative Writing
Z918	PomPom Girls
Z919	School News Paper
Z920	Majorettes
Z921	Marching Band
Z922	Driver Education

GUIDANCE DEPARTMENT

FOUR YEAR EDUCATIONAL PLAN

NAME David Craig DATE 9-24-70

ADDRESS 8039 Webster PHONE OX5-9639

CURRICULUM General

FRESHMAN YEAR 1971

Class	Code No.
English I	E90
Algebra I-A	M91
Natural Physica Science	B90
Physical Education	P90
Mechanical Drawing	I91

Units 5

SOPHOMORE YEAR 1972

Class	Code No.
English (Beginning Comp.)	E03
Algebra I-B	M02
English (Adv. Comp.)	E04
Biology	B91
Mech. Drawing	I01
Physical Ed.	P00

Units 5

JUNIOR YEAR 1973

Class	Code No.
Speech	E05
Adv. Speech	E06
Geometry	M00
American History	S10
Industrial Arts	I90
Intro. to Bus.	C91

Units 5

SENIOR YEAR 1974

Class	Code No.
Government	S20
Prob. in Dem.	S21
Typing I	C90
Psychology	S11
World History	S00
Ind Arts II	I00

Units 5

PARENT OR GUARDIAN ____________

TOTAL UNITS 20
(9–12)

STUDENT COURSE SELECTION

DATE

STUDENT NUMBER

NAME

GRADE

SEX

HOME ROOM

COURSE SELECTION			ALTERNATE SELECTION		
	COURSE NUMBER	COURSE NAME		COURSE NUMBER	COURSE NAME
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		
8			8		
9			9		

1. AS YOU SELECT YOUR COURSES PLEASE PRINT THE COURSE NUMBER AND COURSE NAME EXACTLY AS IT APPEARS ON YOUR COURSE DESCRIPTION SHEET.
2. IF YOU HAVE TO ERASE AND CHANGE A COURSE BE SURE TO CHANGE BOTH THE NUMBER AND THE NAME.

STUDENT'S SIGNATURE

PARENT'S SIGNATURE

STUDENT CLASS SUBJECT CARDS

(completed by data processing)

6 ___ 8 ___ 1 ___ 11 ___ GD 2 ___ CR ATT 7 ___ CR ERN 7 ___ POINTS 7 ___ 5 ___

ADDRESS 17 ___ CITY 11 ___ ZIP 5 ___ PARENT 11 ___ PHONE 7 ___

HR	CRS	SEC	SEM	TITLE	1	2	3	F	T	A	C	HR	CRS	SEC	SEM	TITLE	1	2	3	F	T	A	C

6 ___ 8 ___ 1 ___ 11 ___ GD 2 ___ CR ATT 7 ___ CR ERN 7 ___ POINTS 7 ___ 5 ___

ADDRESS 17 ___ CITY 11 ___ ZIP 5 ___ PARENT 11 ___ PHONE 7 ___

HR	CRS	SEC	SEM	TITLE	1	2	3	F	T	A	C	HR	CRS	SEC	SEM	TITLE	1	2	3	F	T	A	C

161245

PROCEDURE FOR FINAL REGISTRATION

Listed below you will find the step by step procedure that you are to follow during registration day in the cafetorium.

1. Before you enter the cafetorium you must have with you, your approved schedule.
2. At the entrance door you will receive a packet with your name card in it.
3. After you have received this packet, circulate around the room to the various subject-area stations and pick up your subject cards.
4. It is suggested that you pick up those subject cards with the least amount of sections available first.
5. Make sure you pick up cards for the various activities in which you are interested in such as basketball, volleyball, yearbook, etc.
6. As you pick up your cards list these classes on the schedule sheet found in the packet. This should help avoid conflicts.
7. There will be teachers from the various departments there for help.
8. After you have picked up all of your cards, arrange them in your schedule.
9. Have your packet checked and handed in at the check out station.

PROGRAM
"STAY"

ACADEMIC & VACATION SCHEDULES
FOR
GRADES K-12, SCHOOL YEAR 1970-71

Terms	Term Dates	Group "A"	Group "B"	Group "C"
Term #1	May 11, 1970 June 16, 1970	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #2	June 17, 1970 July 24, 1970	Vacation 27 Days	Academic 27 Days	Academic 27 Days
Summer Holiday	July 27, 1970 August 7, 1970	Total School District Master Vacation K-12 10 Days		
Term #3	August 10, 1970 September 17, 1970	Academic 28 Days	Vacation 28 Days	Academic 28 Days
Term #4	September 18, 1970 October 23, 1970	Academic 26 Days	Academic 26 Days	Vacation 26 Days
Term #5	October 26, 1970 December 3, 1970	Vacation 29 Days	Academic 27 Days	Academic 27 Days
Term #6 Christmas Vac. Included	December 4, 1970 January 14, 1971	Academic 28 Days	Vacation 30 Days	Academic 28 Days
Term #7	January 15, 1971 February 22, 1971	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #8	February 23, 1971 March 31, 1971	Vacation 27 Days	[illegible]emic [illegible]ays	Academic 27 Days
Term #9	April 1, 1971 May 7, 1971	Academic 27 Days	Vacation 27 Days	Academic 27 Days
		Academic Days 163	Academic Days 161	Academic Days 164
		Vacation Days 93	Vacation Days 95	Vacation Days 90

PROGRAM
"STAY"

ACADEMIC & VACATION SCHEDULES
FOR
GRADES K-12, SCHOOL YEAR 1971-72

Terms	Term Dates	Group "A"	Group "B"	Group "C"
Term #1	May 10, 1971 June 15, 1971	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #2	June 16, 1971 July 23, 1971	Vacation 27 Days	Academic 27 Days	Academic 27 Days
Summer Holiday	July 26, 1971 August 6, 1971	Total School District Master Vacation K-12 10 Days		
Term #3	August 9, 1971 September 15, 1971	Academic 27 Days	Vacation 27 Days	Academic 27 Days
Term #4	September 16, 197 October 22, 1971	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #5	October 25, 1971 December 3, 197	Vacation 28 Days	Academic 28 Days	Academic 28 Days
Term #6	December 6, 1971 January 17, 1972	Academic 27 Days	Vacation 27 Days	Academic 27 Days
TERM # 7	January 18, 1972 February 22, 1972	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #8	February 23, 1972 March 31, 1972	Vacation 28 Days	Academic 28 Days	Academic 28 Days
Term #9	April 3, 1972 May 10, 1972	Academic 28 Days	Vacation 28 Days	Academic 28 Days
		Academic Days 163 Vacation Days 93	Academic Days 164 Vacation Days 92	Academic Days 165 Vacation Days 91

PROGRAM
"STAY"

ACADEMIC & VACATION SCHEDULES
FOR
GRADES K-12, SCHOOL YEAR 1972-73

Terms	Term Dates	Group "A"	Group "B"	Group "C"
Term #1	May 11, 1972 June 19, 1972	~~Academic 27 Days~~	~~Academic 27 Days~~	Vacation 27 Days
Term #2	June 20, 1972 July 28, 1972	Vacation 28 Days	~~Academic 28 Days~~	~~Academic 28 Days~~
Summer Holiday	July 31, 1972 August 11, 1972	Total School District Master Vacation K-12 10 Days		
Term #3	August 14, 1972 September 21, 1972	~~Academic 28 Days~~	Vacation 28 Days	~~Academic 28 Days~~
Term #4	September 22, 1972 October 30, 1972	~~Academic 27 Days~~	~~Academic 27 Days~~	Vacation 27 Days
Term #5	October 31, 1972 December 8, 1972	Vacation 27 Days	~~Academic 27 Days~~	~~Academic 27 Days~~
Term #6	December 11, 1972 January 22, 1973	~~Academic 27 Days~~	Vacation 27 Days	~~Academic 27 Days~~
Term #7	January 23, 1973 February 28, 1973	~~Academic 27 Days~~	~~Academic 27 Days~~	Vacation 27 Days
Term #8	March 1, 1973 April 6, 1973	Vacation 27 Days	~~Academic 27 Days~~	~~Academic 27 Days~~
Term #9	April 9, 1973 May 16, 1973	~~Academic 27 Days~~	Vacation 27 Days	~~Academic 27 Days~~
		Academic Days 163	Academic Days 163	Academic Days 164
		Vacation Days 92	Vacation Days 92	Vacation Days 91

PROGRAM
"STAY"

ACADEMIC & VACATION SCHEDULES
FOR
GRADES K-12, SCHOOL YEAR 1973-74

Terms	Term Dates	Group "A"	Group "B"	Group "C"
Term #1	May 17, 1973 June 25, 1973	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #2	June 26, 1970 August 3, 1973	Vacation 28 Days	Academic 28 Days	Academic 28 Days
Summer Holiday	August 6, 1973 August 17, 1973	Total School District Master Vacation K-12 10 Days		
Term #3	August 20, 1973 September 25, 1973	Academic 26 Days	Vacation 26 Days	Academic 26 Days
Term #4	September 26, 1973 November 1, 1973	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #5	November 1, 1973 December 12, 1973	Vacation 27 Days	Academic 27 Days	Academic 27 Days
Term #6	December 13, 1973 January 23, 1974	Academic 27 Days	Vacation 27 Days	Academic 27 Days
Term #7	January 24, 1974 March 1, 1974	Academic 27 Days	Academic 27 Days	Vacation 27 Days
Term #8	March 4, 1974 April 9, 1974	Vacation 27 Days	Academic 27 Days	Academic 27 Days
Term #9	April 10, 1974 May 17, 1974	Academic 27 Days	Vacation 27 Days	Academic 27 Days

Academic Days	Academic Days	Academic Days
161	163	162
Vacation Days	Vacation Days	Vacation Days
92	90	91

PROGRAM
"STAY"
STUDENTS SCHOOL DAY
HOURS PER DAY K-12

		Classroom Clock Hrs. Per day.	
		Old 180 Days Per. 2 Sem. Program	Proposed 160 Days Per. Tri-Semester Program
GRADES 1-6			
Teachers arrival time as per Master Contract			
Classes Start	8:45 A.M.		
Noon Hour	12 to 12:30		
Dismissal Times Grades 1-6	3:20 P.M.	5:00	5:50
KINDERGARTEN SECTIONS			
A.M. Section Start	9:00 A.M.		
A.M. Sections Dismiss	11:50 A.M.		
P.M. Sections Start	12:30 P.M.		
P.M. Sections Dismiss	3.20 P.M.		
A.M. Sections		2:30	2:50
P.M. Sections		2:30	2:50
HIGH SCHOOL DAY 7-12			
Teachers arrival time as per Master Contract			
Students Admitted to Building	7:30 A.M.		
Classes Start	7:45 A.M.		
1st Hour	7:45-8:50		
2nd Hour	8:54-9:59		
3rd Hour	10:03-11:08		
4th Hr. 7 & 8 Only	11:12-12:17		
Sr. High Lunch 9-12 (11:08-11:38)			
5th Hour	11:12-12:21		
Jr. High Lunch 7-8 (11:56-12:30)			
6th Hour	12:21-1:26		
7th Hour	1:30-2:35		
Old School Day		300 Min. Academic Load	
Proposed School Day			335 Min. Academic Load

Old Program - Total Student Class Hours Based on Current 2 Semester Load

Kindergarten	450
1-6	900
7-12	900

Proposed STAY Program: Total Student Class Hours Based on a Proposed Tri-Semester Year:

Kindergarten	450
1-6	900
7-12	900

The School Day is so structured that all students will fulfill the academic requirements and at the same time meet the state requirements of 900 hours of instruction based on 160 days of attendance and the Tri-Semester School Year.

PROGRAM

"STAY"

DEFINITION OF TERMS

TRI-SEMESTER

A tri-semester equals two (2) terms of approximately

28 days or a block of time of 60 days.

Exp. - For a full year course, a student must complete three (3) tri-semesters or 6 terms which will equal 160 days or one (1) academic year.

One-half credit courses will be completed by taking 3 tersm as courses: Advanced Speech, Government, Art Etc.

FOUR YEAR EDUCATIONAL PLAN

FOR A TYPICAL STUDENT

FRESHMEN

Terms	Term Dates	Schedule (Group B)
#1	May 11, 1970 June 16, 1970	Eng. I Alg. I-A Nat. Phys. Sci. Mech. Dr. Phys. Ed.
#2	June 17, 1970 July 24, 1970	Same Schedule as Term #1
Summer Holiday	July 27, 1970 August 7, 1970	Vacation K-12 (10 days)
#3	August 10, 1970 September 17, 1970	Vacation 28 days
#4	September 18, 1970 October 23, 1970	Same Schedule as Term #1
#5	October 26, 1970 December 3, 1970	Same Schedule as Term #1
#6 Christmas Vac. Included	December 4, 1970 January 14, 1971	Vacation 30 days
#7	January 15, 1971 February 22, 1971	Same Schedule as Term #1
#8	February 23, 1971 March 31, 1971	Same Schedule as Term #1
#9	April 1, 1971 May 7, 1971	Vacation 27 days

SOPHOMORES

Terms	Term Dates	Schedule (Group B)
#1	May 10, 1971 June 15, 1971	Beginning Comp. Alg. I-B Biology Mech. Dr. II Phys. Ed.
#2	June 16, 1971 July 23, 1971	Same Schedule as Term #1
Summer Holiday	July 26, 1971 August 6, 1971	Vacation K-12 (10 days)
#3	August 9, 1971 September 15, 1971	Vacation 27 days
#4	September 16, 1971 October 22, 1971	Same Schedule as Term #1
#5	October 25, 1971 December 3, 1971	Adv. Comp. Alg. I-B Biology Mech. Dr. II Phys. Ed.
#6	December 6, 1971 January 17, 1972	Vacation 27 days
#7	January 18, 1972 February 22, 1972	Same Schedule as Term #5
#8	February 23, 1972 March 31, 1972	Same Schedule as Term #5
#9	April 3, 1972 May 10, 1972	Vacation 28 days

JUNIORS

Terms	Term Dates	Schedule (Group B)
#1	May 11, 1972 June 19, 1972	Speech Geometry American History Ind. Arts Intro. to Bus.
#2	June 20, 1972 July 28, 1972	Same Schedule as Term #1
Summer Holiday	July 31, 1972 August 11, 1972	Vacation K-12 (10 days)
#3	August 14, 1972 September 21, 1972	Vacation 28 days
#4	September 22, 1972 October 30, 1972	Same Schedule as Term #1
#5	October 30, 1972 December 8, 1972	Adv. Speech Geometry American History Ind. Arts Intro. to Bus.
#6	December 11, 1972 January 22, 1973	Vacation 27 days
#7	January 23, 1973 February 28, 1973	Same Schedule as Term #5
#8	March 1, 1973 April 6, 1973	Same Schedule as Term #5
#9	April 9, 1973 May 16, 1973	Vacation 27 days

SENIORS

Terms	Term Dates	Schedule (Group B)
#1	May 17, 1973 June 25, 1973	Government Typing I Psychology World History Ind. Arts
#2	June 26, 1973 August 3, 1973	Same Schedule as Term #1
Summer Holiday	August 6, 1973 August 17, 1973	Vacation K-12 (10 days)
#3	August 20, 1973 September 25, 1973	Vacation 26 days
#4	September 26, 1973 November 1, 1973	Same Schedule as Term #1
#5	November 2, 1973 December 12, 1973	Prob. in Dem. Typing I Philosophy World History Ind. Arts
#6	December 13, 1973 January 23, 1974	Vacation 27 days
#7	January 24, 1974 March 1, 1974	Same Schedule as Term #5
#8	March 8, 1974 April 9, 1974	Same Schedule as Term #5
#9	April 10, 1974 May 17, 1974	Vacation 27 days

PROGRAM
"STAY"

FREELAND COMMUNITY SCHOOLS
TEACHERS & CLASSROOMS NEED CHART

ENROLLMENT FIGURES & TEACHER NEEDS COMPARISON					9 Month Regular School Year		PROGRAM "STAY" 1970-71 12 Mo. Program		1970-71 Spare	
Grades	4th Fri 1967	4th Fri 1968	4th Fri 1969	4th Fri 1970	Teacher Reqd. 70-71	Clrm. Reqd. 70-71	Enrollment	Teach. Reqd.	Clrm Reqd.	Extra Clrm Saved
Kdgn.	135	133	136	120	2.5	2.5	80	2	2	+1
1	145	139	132	138	5.	5.	92	4	4	+1
2	141	140	126	135	5.	5.	84	4	4	+1
3	144	136	126	132	5.	5.	84	4	4	+1
4	128	131	126	126	5.	5.	84	4	4	+1
Spec. Ed.	10	12	11		1	1		1	1	
Spec. Lib. Vocal Music, Art & Rem. Read.					(3.5)	(2.5)		3.5	2	
Enrollment	692	691	657	651			424			
Academic Rooms & Teacher Needs					25.	25.5		20	21	+5
Total Teachers					27			22.5		
5	122	134	124	129	4	4	86	3	3	+1
6	123	120	123	129	5	5	86	3	3	+2
7	107	118	114	126	11	11	84	7.5	7	+4
8	107	106	108	114			75			
Spec. Ed. Staff					1	1		1	1	
Rem. Reading & Art					1.5	1		1.5	1	
Enrollment	459	478	479	498			331			
Academic Rooms & Teacher Needs					22.	22		15.5	15	+7
Total Teachers					22.5			16.0		
9	100	119	117	119	19	18	79	12	8	+5
10	106	102	112	119			79			
11	100	110	100	114			79			
12	94	97	106	99			65			
Special Teachers Library & Guidance					2	2		2	1	
Enrollment	400	428	436	451			302			
Academic Classes & Teacher Needs					19	20		12	9	+5
Total Teachers					21			14		
Enrollment Grand Totals	1551	1597	1572	1600			1057			
Academic Rooms & Teacher Needs					65	67.5		47.5	45	+17
Totals					70.5	67.5		52.5	45	+17

PROGRAM

"STAY"

ESTIMATED STAFF NEEDS
AND
SUPPORTIVE PERSONNEL ADDITIONS

A. Number of Elementary Teachers K-6

The following figures represent the maximum number of elementary teachers (K-6) needed under the "STAY" proposal.

Kindergarten	2 teachers
First Grade	4 teachers
Second Grade	4 teachers
Third Grade	4 teachers
Fourth Grade	4 teachers
Fifth Grade	3 teachers
Sixth Grade	3 teachers

B. Number of High School Sections 7-12

Due to the changing electives of the school needs (semester to semester and year to year) we are unable to give a definite number of teachers or sections needed at the 7-12 level for elective classes. The teachers and sections needed would depend primarily on the number of sections of a given elective and demand for certain electives. We are able to give a number of sections needed as far as required classes are concerned.

Seventh Grade	required English	3 sections
	Math	3 sections
	Social Studies	3 sections
	Science	3 sections
Eighth Grade	required English	3 sections
	Math	3 sections
	Social Studies	3 sections
	Science	3 sections
Ninth Grade	required English	4 sections
	Phys. Ed	4 sections
	(proposed) Civics	4 sections
Tenth Grade	required English	3 sections

Eleventh Grade . . . . .required English - 3 sections
U.S. History - 3 sections

Twelfth Grade . . . . required Math - 5 sections
(1 year now, 1 year add) Science - 6 sections

NOTE: Music, shop home economics, art band and other exploratory classes offered at the 7-8 levels would have to have a section of each. These sections would be taught by teachers who would fill out their teaching schedules with electives at the High School Level.

Aid Program (Teacher Aides)

1. Elementary K-6
    a. Continued noon hour aides
    b. Clerical aides (3) to help with typing, checking, etc.
2. Secondary 7-12
    a. Noon hour aides
    b. Library aide
    c. Clerical aides

The recommended aide program helps the teacher in the classroom by freeing her from "chores" such as checking, typing, etc. and allows the teacher to more fully carry out her responsibilities as a teacher.

D. Additional Personnel

1. Elementary K-6
    a. Counselor
    b. Physical Education Instructor
    c. Music
    d. Diagnostician (County & State supported K-12)
2. Secondary 7-12
    a) Special Reading Teacher

Although a major portion of these additional personnel are functioning at this time in the Freeland Schools, we felt it was necessary to mention the very important role that these and the new positions play and would play in the "STAY" program. These types of positions are as necessary to a successful educational program as are the more common positions of the regular classroom teacher and also allow the classroom teacher to more fully function in their specified field or class.

PROGRAM
"STAY"

ELEMENTARY PROGRAM & RECOMMENDATIONS

CURRICULUM OUTLINE - GRADES K-4

KINDERGARTEN

- Language Arts
  - Reading readiness-Language development
- Mathematics
  - Arithmetic readiness
- Social Studies
- Science
- Health
- Music
- Art
- Library
- Testing

GRADE ONE

- Language Arts
  - Reading, Writing, English
- Mathematics
- Social Studies
- Science
- Health- Physical Education
- Art
- Music
- Library
- Speech
- Testing

GRADE TWO

- Language Arts
  - Reading, Writing, English Spelling
- Mathematics
- Social Studies
- Science
- Health- Physical Education
- Art
- Music
- Library
- Speech
- Remedial Reading
- Testing

GRADE THREE

- Language Arts
  - Reading, Writing, English, Spelling
- Mathematics
- Social Studies
- Science
- Health & Physical Education
- Art
- Music
- Library
- Speech
- Remedial Reading
- Testing

GRADE FOUR

- Language Arts
  - Reading, Writing, English, Spelling
- Mathematics
- Social Studies
- Science
- Health & Physical Education
- Art
- Music
- Library
- Speech
- Remedial Reading
- Testing

RECOMMENDATIONS FOR IMPROVEMENT OF CURRICULUM

Physical Education instructor, at least part time, to organize and direct program for all grades.

Music Teacher - Full time so our program could be expanded.

Sex & Drug Class

Guidance & Counseling.

PROGRAM
"STAY"

MIDDLE SCHOOL PROGRAM & RECOMMENDATIONS

CURRICULUM OUTLINE - GRADES 5-8

FIFTH GRADE

- Arithmetic
- Social Studies
- Health
- Science
- Language Arts
  - Reading, English, Spelling
  - Writing
- Music
- Physical Education
- Band
- Art
- Library
- Testing

SIXTH GRADE

- Arithmetic
- Social Studies
- Science
- Health
- Language Arts
  - Reading, Spelling, English
  - Writing
- Music
- Physical Education
- Art
- Band
- Library
- Testing

SEVENTH GRADE

- English - Communicative Skills
  Enrichment Reading
- Mathematics - Mathematical Reasoning
- Social Studies - Geography
  Western Hemisphere
- General Science - Scientific Investigation.
- Physical Education

Exploratory Program

- Industrial Arts - Handicrafts
- Home Economics - Exploratory Family Living
- Art - Practical and Fine Arts
- Band - Instrumental Music
- Vocal Music - Exploring World of Music
- Library
- Remedial Reading
- Special Education

EIGHTH GRADE

- English - Literature &
  Enrichment Reading
- Mathematics - Mathematical Reasoning
- Social Studies - United States History
- General Science
- Physical Education

Exploratory Program

- Sociology - Home Economics
- Art - Practical and Fine Arts
- Science - Basic Psychology
- Band - Instrumental Music
- Vocal Music - Exploring the Wordl of Music
- Remedial Reading
- Special Education

PROPOSED EXPANSION
1970-71

Conversational Spanish
Health Classes to include (Sex Education and Drug Education) 7 & 8th Grade
Crisis Room
Physical Education --- every day 7-8th grade
Health Education Program - 7 & 8th
Typing - Grade 8- 12 weeks
Non-graded Exploratory 7-8th Teacher Aide in Enrichment Reading.

PROGRAM
"STAY"

WORK STUDY PROGRAM
GRADES 11 & 12

PHILOSOPHY

In order to meet the specialized needs of our students, who are not contemplating further formal education after graduation, we feel that we must begin to expose them to and prepare them for the work-a-day world.

It has been recognized in recent years that education of the young is not just the responsibility of the school, but is the responsibility of the entire community.

We feel, because of the lack of physical facilities and personnel that the needs of these students can best be met by the cooperation of the school and business men in our community.

GOALS

By providing to our students, the varied work experiences and facilities that exist in our own community, we feel that we can best meet their needs. These students should learn that as an employee they have a responsibility to report to jobs on time and ready for work; to listen to orders and follow them out.

PREREQUISITES

This program will be open to eleventh and twelfth grade students who the school feels would benefit most from such work experience. However, preference will be given to graduating seniors in filling existing job-training openings.

SCHOOL'S RESPONSIBILITY

A. Provide work experiences which we feel would be beneficial to the student.
B. Select and place students.
C. Help and counsel students and employers with job related problems.
D. Check and evaluate student's progress and program periodically.
E. Provide one semester hour of credit for each two hours work block per semester.
F. School will issue work permits.
G. School will assist employers obtaining occupational number.

PROGRAM

"STAY"

FREELAND COMMUNITY SCHOOLS

WORK, SERVICE, AND ENRICHMENT ACTIVITIES IN THE TRI-SEMESTER CALENDAR

Introduction

Students attending grades 7-12 in the Freeland Community Schools under the tri-semester plan would have 3 vacation periods of about 5 weeks each, plus a summer and a winter holiday, under the school calendar which has been developed. It is proposed that each junior and senior high school student devote at least one term of about five weeks each year to a program of community service, work, or enrichment. If circumstances permit, students might engage in more than one term of such activities under the auspices of the school. It should be understood, of course, that the kind of activities would depend upon the maturity and readiness of the student.

The sections which follow describe some of the activities in which young people could engage under the school auspices. Others will no doubt be identified by educators and concerned citizens.

A. SERVICE ACTIVITIES

It is proposed that each junior and senior high school student enroll in one or more terms of service activities: one during the period in which he is enrolled in grades 7-9 and at least another term during grades 10-12. The school year is divided up into nine terms. All students attend school for six terms, which total 162 days of attendance.

Some possible service activities might include the following: serving as teacher aides in the elementary, junior high, and senior high schools; working with special education students; working as aides in hospitals and homes for retirees; working as aides in nursery schools for children of working mothers.

B. WORK ACTIVITIES

It is assumed that students would be paid for services provided, whether they are for the school district or for various community organizations. The scale for work would depend upon the capacity of students to complete work assignments to the satisfaction of employers.

Within the school system, there are certain work opportunities in which students could participate, including building and site maintenance and food service.

In the wider community, it is probable that potential jobs for students exist in local businesses, industries, governmental units, hospitals, child care homes, agriculture, yard work, housekeeping for individual families, and nursery schools.

C. ENRICHMENT ACTIVITIES

It is expected that many students would welcome an opportunity to participate in organized camping activities under the auspices of the school. Activities related to nature study, group projects, and conservation would provide excellent learning opportunities. It is likely that the personality development of many students would benefit from camping programs.

Another type of enrichment activity is travel for students: in school groups and with families. The Youth for Understanding Progran and other similar exchange programs might well attract some students. Group visits to Washington and national shrines might be arranged during open terms. Family camping trips and other excursions in North America and Europe have become relatively common during recent years.

Groups of students might find it profitable to participate in a series of visitation programs, organized by the school, during vacant terms. Some possibilities in this regard are: visits to local, state, and national political centers; prisons; courts; business enterprises; industrial operations; and higher education institutions.

PROGRAM

"STAY"

SUGGESTED TESTING PROGRAM

GRADE	TESTING PROGRAM
KINDERGARTEN	Reading Readiness Test
ONE	Reading Test
TWO	Reading Test
THREE	Intelligence Test Reading Test or Achievement Battery
FOUR	Achievement Battery
FIVE	Intelligence Test Achievement Battery
SIX	Achievement Battery
SEVEN	Intelligence Test Achievement Battery
EIGHT	Achievement Battery
NINE	Interest Inventory Aptitude Battery
TEN	Achievement Battery
ELEVEN	Scholarship Test
TWELVE	Achievement Battery Interest Inventory

OTHER TESTS WHICH MAY PROVE HELPFUL ARE:

1. Special prognostic tests for specific subject fields.
2. Diagnostic inventories for individual counseling and group guidance.
3. Specific subject area tests for teachers interested in evaluation of their own courses of study.

SOCIAL STUDIES

Course Title: Social Studies Grade Level: Kindergarten
Department: Social Studies

COURSE OF OBJECTIVES

1. To learn the importance of home and the family and its relationship to the community.
2. To understand those who work at school and our dependence upon them.
3. To be able to associate with others in work and play.
4. To learn and understand the important holidays which are celebrated in our country.
5. To begin the development of world understanding through current news.

COURSE CONTENT

This program relates the child to his home environment. The family, the immediate neighborhood which is the childs' "World". Thd

This program relates the child to his home environment. The family, the immediate neighborhood which is the childs' "World". The school personnel and friends at school are also studied.

Community helpers are discussed such as the fireman, policeman, and others with whom he comes in contact with often.

Holidays and special weeks are discussed and observed:

Columbus Day
Hanukkah
St. Patricks Day
Mothers Day
Washingtons Birthday
Halloween
Christmas
Easter
Lincolns Birthday
Michigan Week
Thanksgiving
Valentines Day
Passover
Memorial Day
And others

The holidays are discussed so that a better understanding of others, our state and our country's heritage may be realized.

The circus is another phase which brings not only a fun time but an understanding of other peoples work and life.

Instructional activities are: The social studies curriculum is developed through the use of pupil-teacher, pupil-pupil contact and conversations, audio visual aids are used-sound films, filmstrips, movies, charts, books and newspaper clippings are used extensively, the use of a weekly magazine or newpaper is available for each student, field trips are taken, kits from I.M.C. are utilized, incorporating other curriculum studies is used to gain a deeper awareness of the world around us.

EVALUATION

The individual is evaluated according to his contributions, interest, and use of the materials taught. How what is presented is incorporated into other areas of study or thought. The appreciation of the home, community and school personnel and how each area is relevant to the individual becomes apparant through the course.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Studies of holidays or weeks that are appropriate to the time.
2. Study of school helpers

SECOND
1. Study of community helpers as: Fire Prevention week, firemen, Christmas, Valentines Day, Postman, etc.
2. Study of family

THIRD
1. Expanding the community thought to other places.
2. Learning and becoming aware of the world in which we live.

Course Title: Social Studies
Department : Social Studies

Grade Level Grade 1

COURSE OBJECTIVES

1. To learn to live with others in the school group
2. To learn to see the family as a group, living together
3. To develop understandings, attitudes, values and behavior traits that contribute to responsible citizenship
4. To establish a background for a better understanding of how the basic human activities are carried on in the neighborhood and community.

COURSE CONTENT AND DESCRIPTION

The social studies course in grade one is based on teaching units which are of interest to the children. Units taught include: The Fair, Our School, The Home, The Circus, Pets and Toys, The Farm, Holidays, Seasons. Each unit is introduced through pictures, story, film, or field trip. As each unit is studies children learn about other people, how they work and what happens in our community. They learn to observe more closely and to discuss what they see.

Many trips are made to the library to find books about their studies. Opaque projector is used to enlarge pictures the children have made or to create interest in certain areas. Tape recordings and records are used as well as films to enrich the course. Field trips for certain units extend understandings and create interest.

EVALUATION

Evaluation of Unit and student growth is made through group discussion and interest shown.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Our school
2. The home
3. The fair

SECOND
1. The circus
2. Thanksgiving
3. Pets & toys

THIRD
1. Christmas
2. The seasons

Course Title: Social Studies Grade Level: Grade 2
Department : Social Studies

COURSE OBJECTIVES

1. Encourage recognition of the worth of persons-promote mutual respect, self-respect.
2. To develop in child a sense of fairness and justice.
3. To develop an understanding of rules and standards necessary for group living.
4. Assuming the proper share of group responsibilities.
5. Further the ability to establish own rules.
6. To develop the ability to observe--both situation and surroundings, and to express oneself.
7. To develop the child socially, mentally, physically, and emotionally.
8. To improve work habits and skills and standards of workmanship.

COURSE CONTENT AND DESCRIPTION

1. Our school
   a. The people that help us
   b. The things that keep our school safe
2. Our neighborhood
   (Basic test: In the Neighborhood, Scott, Foresman.)
   a. Children study various types of neighborhoods
      1. Rural or farm
      2. Small town
      3. Big city
      4. Small city
      5. New neighborhood or subdivision
   b. Main objectives in study:
      1. Activities of the neighborhood
      2. Responsibilities of members in the neighborhood
      3. How members work together and help each other
3. Community helpers
   a. Fireman
   b. Policeman
   c. Milkman
   d. Mailman
   e. Farmer
   f. Dentist, doctor, nurse
      1. Unit on the post office:
         a. Children learn all about postal service--from the writing of a letter to the mailman delivering the mail.
         b. Trip to a post office
      2. Literature activities
         a. Stories and poems read to children for each area
         b. Stories written by children
         c. Poems written by children
         d. Activities using newly learned vocabulary
      3. Musical activities
         a. Songs and games about each area
      4. Art activities
4. Books, filmstrips, films
   a. These materials include many concerning all areas studied
5. Understanding of citizenship through use and knowledge of Pledge of Allegiance

EVALUATION

Through class discussion and interest shown.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Our school
2. The people that help us
3. Keeping our school safe
4. Our neighborhood
    - A. People who live and work there
    - B. How people help each other

SECOND

1. Community helpers
2. The Post Office
    - A. Writing and mailing of letters
    - B. Letter to people

THIRD

1. Understanding, citizenship, our part, Pledge of Allegiance

Course Title: Social Studies   Grade Level: Grade 3
Department : Social Studies

COURSE OBJECTIVES

To develop capable citizens who have the attitudes, knowledges, and skills needed to be effective in a changing physical and social world.

Specific objectives: To help child

1. Gain knowledge of history, geography, and the related fields which will help him to understand the world and to make adequate adjustments to it.
2. Gain knowledge and appreciation of the democratic institutions in our country's heritage
3. Realize his own potentialities with regard to his contributions of others
4. Live democratically in his school life as one way to learn the privileges and responsibilities of citizenship, and the social skills needed for these vocations
5. Develop an understanding of the various kinds of work done and training needed for these vocations.
6. Gain insight into the importance of satisfying human relationships
7. Learn about backgrounds of minority groups as a means of promoting friendly race relations within our country
8. Become aware of world happenings, viewing the participation of local, community, state and nation and their effects on each

COURSE CONTENT AND DESCRIPTION

Unit I Your family and Your Home
Unit II Your Community
  a. History of Our Community
  b. Indians in Saginaw Valley
  c. Indians in Michigan
  d. Then and Now in Michigan
Unit III Living in Cold Lands
  a. The Eskimos
Unit IV Transportation
  a. How People Travel
  b. How People Trade
    1. Where Food is Raised
Unit V Communication
  a. How People keep in touch with each other

INSTRUCTIONAL ACTIVITIES

To create interest and broaden understanding many films about other peoples are used. Library is used to bring many books-fact and fictional-into their classroom. Outside sources are used, missionaries, exchange students, citizens who have traveled in other countries, and older citizens of our community.

EVALUATION

Tests from questions in book are used. Teacher tests, student reports and notebooks help evaluate what student is gaining. Daily observance of attitudes is also used.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Your family and home
2. Your community
    - A. History of our community
    - B. Indians in Saginaw Valley
    - C. Indians in Michigan
    - D. Then and now in Michigan

SECOND
1. Living in cold lands
    - A. The Eskimos
2. Transportation
    - A. How people travel
    - B. How people travel
        1. Where food is raised

THIRD

1. Communication
    - A. How people keep in touch with each other

Course Title: Social Studies Grade Level: Grade 4
Department : Social Studies

COURSE OBJECTIVES

1. To develop processes of inquiry
2. To develop an understanding of cultural change
3. To define and form judgements concerning the economics of regions
4. To develop an understanding of political action
5. To evaluate factors of historical significance
6. To develop a respect for man regardless of color, race, or creed
7. To understand the interdependence of individuals and groups
8. Understand the basic needs common to all people
9. Develop skills of geography: Spatial location, research, organization, vocabulary, map, chart and picture skills
10. Understand the special problems of minority groups

COURSE CONTENT AND DESCRIPTION

I. To carry out the above aims we study the following areas:
   A. The Earth
      We begin our fourth grade social studies with a unit on the earth. We want every fourth grade child to be acquainted with the earth on which he lives: its physical and natural aspects, and the activities as determined by environment.
      1. Learn to find directions on the globe and map
      2. Learn about the topography of our world
      3. To recognize the continents and their relative locations
      4. To understand and use geographical terms and symbols
      4. Learn to trace a journey on a map
   B. High Mountainous Regions
      1. Norway
         a region by the sea
      2. Switzerland
         an inland region
   C. Lowland Region
      1. The Netherlands
   D. Hot Wet Lands
      1. The Congo
      2. The Amazon
   E. Hot, Dry Lands
      1. The Sahara Desert
      2. Egypt and the Nile Valley
   F. Cold Lands
      1. Greenland - Eskimos
      2. Lapland
      3. North and South Polar Regions
   G. Island Countries
      1. Japan
      2. Australia
   H. Temperate Regions
      1. United States

Instructional Activities include activities such as:

A. Planning and developing Junior Red Cross Projects for another country
B. Sharing in preparation for a field trip
C. Extensive use of maps and globes
D. Engaging in community drives as: Clean up campaign, Fire Safety Week or Michigan Week
E. Make maps - crayon, salt and flour
F. Music appreciation pertinent to region studied - folk songs and dances
G. Paint murals of area studied
H. Invite resource people to class to speak of travels or work in other countries
I. See films of other countries
J. Make table models of dams, irrigation projects
K. Costume dolls for different countries
L. Writing plays about customs and holidays of other countries. Dramatizing them for classes

EVALUATION

Student Evaluation is made through check-ups in text, teacher tests. Students special reports oral and written help evaluate his understanding of the work covered.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. The earth
    Using globes and maps to study
    Recognizing continents
    Learning geographical terms and symbols
2. The United States - temperate region
    The mountain regions
3. Norway

SECOND
1. Switzerland
2. Tracing a journey on a map
3. Lowland Regions
    The Netherlands

THIRD
1. Hot, wet lands
    The Congo and Amazon
2. Hot, dry lands
    The Sahara and Egypt
3. Cold Lands - Greenland
4. Island Countries - Australia

Course Title: Social Studies   Grade Level: 5th Grade
Department: Social Studies

COURSE OBJECTIVES

In the fifth grade, the students learn about the history, geography and cultures that have guided the development of North America. Supplementary texts and reference books are used in conjunction with the basic text. The major emphasis on the social studies is to develop the students' understanding of their physical and human world so they may become better citizens and to build their skills in using and learning from reference materials.

COURSE CONTENT AND DESCRIPTION

I. The Earth and the Americas
II. North America
III. The United States of America
    a. The New England States
    b. The Middle Atlantic States
    c. The South Atlantic States
    d. The South Central States
    e. The North Central States
    f. The Mountain States
    g. The Pacific States
    h. The Youngest States: Alaska and Hawaii
IV. Canada
V. Mexico

Instructional activities used are:

I. Opportunity for Social Interaction and Improvement of Democratic Group Processes Through:
    a. Group sharing
    b. Group planning
    c. Group discussion
    d. Group evaluating
II. Creative Experiences
    The student has an opportunity to express himself through related:
    a. Art
    b. Music
    c. Dramatic Play
    d. Construction
    e. Oral and Written Language
        Poems, stories, reports, and other creative experiences contribute to the social learning of the students.

III. Basic Skills are given an opportunity to develop to increasingly higher levels.

- a. Reading, listening, spelling, writing, discussing, measuring, and computing are all involved in many activities.
- b. Specifically the students are introduced to and develop skill in using:
    1. The table of contents and index
    2. Globes, maps, and atlases
    3. Encyclopedias and dictionaries
    4. Information for a special report
    5. Information to make conclusions
    6. Information for note-taking and making an outline.
    7. Pictures for information and conclusions.
    8. Tables, charts, and graphs as sources of information.
    9. New vocabulary pertaining to social studies.

IV. Instructional Resources are vital components of learning experiences. The following types of instructional resources are suggested:

- a. Audio-Visual Materials
    1. Models
    2. Specimens
    3. Objects
    4. Pictures
    5. Filmstrips
    6. Slides
    7. Motion Pictures
    8. Recordings
    9. Radio
    10. Television (home assignments)

Course Title: Social Studies Grade Level: 5th Grade
Department : Social Studies

COURSE CONTENT DESCRIPTION (con't)

11. Maps
12. Globes
13. Charts
14. Graphs
15. Diagrams
16. Tape recorders
17. Opaque projector
18. Overhead projector
19. Posters

B. Creative Expression
   1. Construction
   2. Dramatics
   3. Panels
   4. Art
   5. Music
   6. Literature

C. Reading Materials
   1. Textbooks
   2. Reference books
   3. Encyclopedias
   4. Pamphlets
   5. Magazines
   6. Newspapers

D. Community Resources
   1. Resource visitors
   2. Resource interviews
   3. Field trips
   4. Day-by-day experiences of children
   5. Past experiences of children and their families (ex. - having lived in a particular location under study or having traveled there)

EVALUATION PROCEDURES

For daily evaluation, the sets of questions throughout each unit of study are used for written work and discussion. There also are questions at the end of each unit. Each teacher constructs his own unit tests. The group projects and individual projects developed during each unit are also graded.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. The Earth and the Americas
2. North America

SECOND

1. The United States of America
    - A. The New England States
    - B. The Middle Atlantic States
    - C. The South Atlantic States
    - D. The South Central States
2. The United States of America
    - A. The North Central States
    - B. The Mountain States
    - C. The Pacific States
    - D. The Youngest States: Alaska & Hawaii

THIRD

1. Canada
2. Mexico

Course Title: Social Studies　　Grade Level: Sixth Grade
Department : Social Studies

COURSE OBJECTIVES

1. Basic skills, attitudes, and abilities that need to be developed through the medium of social studies.
    a. To develop respect for the worth of all individuals.
    b. To develop an attitude of tolerance toward all races, religions and creeds.
    c. To develop a feeling of responsibility toward self, home and community.
    d. To develop a feeling of group living through participation and cooperation.
    e. To develop in each child a feeling of self-worth and a realization of the importance he holds within the group.
    f. To develop the ability to obtain information through learning the use of: table of contents, index, dictionary, encyclopedia, periodicals and newspapers.
    g. To develop the ability to read maps, globes, graphs, and charts.
    h. To develop a sense of time and distance.
    i. To develop the ability to follow directions.
    j. To develop the ability to use the library effectively.
    k. To locate pertinent information and to sift the useless from the useful.
    l. To lead and to follow.
    m. To evaluate information.
    n. To form generalizations from reference material, oral reports and visual aids.
    o. To solve problems and to analyze different Historical and geographical concepts.
    p. To interpret and draw conclusions.
    q. To develop understandings and appreciations of how Prehistoric, Ancient, Medieval, and present day civilizations have adapted to their environment in relation to food, clothing, shelter, and in influence of plant life.

COURSE CONTENT

1. Environment:
    1. To encourage realization that there are certain basic needs common to all people of the world.
    2. To develop understanding that how people live depends to a great extent upon their environment and their adjustment to it.
    3. To develop understanding of how man has successfully changed his environment to his advantage and how he continues to do so.
2. Natural Resources:
    1. Man's interdependence of all people.
    2. Man's need for conservation of natural resources.
    3. Learn how prehistoric, ancient, medieval and present day man has made use of his natural resources: mineral, water, animals, plant, soil, forests.
3. Social and Economic Development
    1. Understanding and appreciation of social and economic
    2 development: occupations, industries, religion, education
    2. Understanding of the need for world peace and to understand the value of education in fostering world peace and unity.

4. Government
    1. Democracy and how it works - contrast
    2. Totalitarian government
5. Countries to be Studied
    1. Europe - Great Britain and the Commonwealth
    2. Europe - Scandinavian countries
    3. Europe - Central
    4. Europe - Iberian Peninsula
    5. Near East
    6. China
    7. Southeast Asia
    8. Phillipines and the Pacific Islands

EVALUATION

None

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Europe
    Great Britain and the Commonwealth
    Scandinavian countries
    Central
    Iberian Peninsula

SECOND

1. The Near East
2. China

THIRD

1. Southeast Asia
2. Phillipines and the Pacific Islands

Course Title: Geography
Department : Social Studies
Grade Level : 7th Grade
Course Number: ____ Elective

COURSE OBJECTIVES

1. A knowledge of location, climate, surface features, natural resources, principal cities, and major activities of a country.
2. An appreciation of how environment may encourage or handicap.
3. An attitude of sympathy, understanding towards other people.
4. To create a tolerant spirit in viewing political and economic differences.
5. To have ability to read and interpret maps, globes, and other materials.
6. To have the habit of making geographic interpretations and deductions.
7. To have the skills to use all the library resources of both past and current happenings in geography.

COURSE CONTENT AND DESCRIPTION

The Western Hemisphere is introduced, clarified, and described geographically. Information is presented by the unit method about South America, Central America, West Indies and Canada. The use and understanding of maps, the climate regional approach stressing man's adjustment to his environment and the relationship between geography and today's life is developed in the units of study. Students learn about the ways of living which differ from their own because of geographical, physical reasons and history. The relationship of the natural resources and over all topography of a country or area to its economy is stressed. Current happenings in the world and how we are all dependent on each other is given special attention.

Each country with its people is introduced by map study to promote observation, reasoning, and deduction. Much silent reading for specific information is promoted so as to lead into thought provoking discussions. Work sessions, for both individual and small group help, are held weekly for work on booklets, and maps. Team sessions and panel discussions, student led, are enjoyed. Movies, filmstrips, and slides are regularly used. Current magazines and newspapers along with good library books are used by all students. Outside small projects and reading for pleasure are greatly encouraged in our geography classes.

EVALUATION PROCEDURES

Students are really evaluated according to their individual abilities. The abilities which are taken into consideration are general interest shown; written work such as booklets-maps-paragraphs, and outlines. Testing to evaluate knowledge achieved, responsibility for accomplishing and finishing tasks, participation and responsibility in small team sessions and oral work in the form of reports, panels, and class discussions.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Physical Geography
    - A. Land and water
    - B. Climate and vegetation
2. Canada
    - A. The land
    - B. Our Northern Neighbor

SECOND
1. History of Latin America
    - A. People of Middle America
    - B. People of South America
    - C. Dependence to Independence
    - D. Culture Zones
    - E. Mexico
    - F. Central America
    - G. The West Indies
    - H. Northern South America
    - I. Three Inca countries
    - J. Chile
    - K. Argentina
    - L. As Estados Unidos do Brazil
    - M. Men Machines in Latin America

THIRD
1. American Interdependence
    - A. Anglo-American and Latin America
    - B. Cooperation in the Americas

Course Title: United States History
Department : Social Studies

Grade Level : 8th Grade
Course Number: ________

COURSE OBJECTIVES

1. To provide an accurate understanding of American History
2. To encourage pride in our American heritage
3. To stimulate further curiosity and interest in the events that have shaped our culture
4. To teach and develop those values and ideals necessary for civic competence in a Democracy
5. To foster an appreciation for the humanities and the arts

COURSE CONTENT

This course is a chronological survey of American History from the discovery of the New World through the Civil War and the problems of Reconstruction that followed. Problems of the present are related to their roots in the past, whenever possible, in an attempt to provide students with knowledge and understanding to deal with probable future problems. An appreciation of the people whose ideals and efforts contributed to the democratic way of life is one of the aims of the course.

Students are encouraged to seek information through a wide variety of reading materials in addition to the basic text: THIS IS AMERICA'S STORY. This is done through the use of study guides, library books, guided reading, and general discussion. Extensive use is made of maps, charts and the globe. Films, filmstrips, and slides are used frequently as visual aids. Recordings or speeches and dramatized events, as well as music and poetry are used when appropriate. Student projects, reports, bulletin board displays, time lines, drawings, maps, and a weekly newspaper such as Junior Review for a study of current news of the world, are examples of other activity.

EVALUATION PROCEDURES

Frequent short tests, usually objective, are given as a means of testing knowledge of subject and basic concepts. Short answer tests and short essay tests are used as well as completion and matching tests. The students attitudes and interests are also considered in a general evaluation. Careful, neat work is encouraged at all times.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Exploration and Discovery
2. Settlement of the English Colonies in North America
3. Settlement of Spanich Colonies in Central and South America
4. Settlement of New France
5. The Revolutionary War

SECOND
1. Establishment of a government under the Constitution
2. The development of an American Way of Living as different sections were settled.
3. Expansion and Settlement of the West

THIRD
1. Conflicts that led to the Civil War
2. Modern America--industrial expansion after the Civil War

Course Title: Sociology
Department: Social Studies
Grade Level: 8th
Course Number: ______

COURSE OBJECTIVES

1. To learn about social differences between people.
2. To plan a high school program and think about a possible career.
3. To examine laws as they pertain to juveniles.
4. To study the effects of smoking, alcohol, and drugs on the human body and on society.

COURSE CONTENT

A course designed to allow the student to study some areas of importance in his life. Students will read, fill in work sheets and view films and filmstrips to learn about such important topics as drugs, alcohol, education and law.

There will be a project on either smoking, alcohol, or drugs. A term paper is also due.

EVALUATION PROCEDURES

Work sheets and short tests every other week. A required term paper.

COURSE OUTLINE BY TRI-SEMESTER

1. Societies
2. Psychology
3. Personality
4. High School and Career
5. Michigan Law
6. Smoking
7. Alcohol
8. Drugs

Course Title: World History
Department: Social Studies
Grade Level : Tenth
Course Number: _____ Elective X

COURSE OBJECTIVES

1. To develop an inquiring mind and interest in further study.
2. To understand the interdependence of people and groups.
3. To understand world conditions as an outgrowth of the past.
4. To develop an appreciation of the contributions of the many peoples of the world to our cultural heritage.
5. To help students gain an understanding of the historical events which have given our nation a major role in the world today.

COURSE CONTENT & DESCRIPTION

The course in World History begins with a unit on the dawn of civilization, and the progresses from ancient and medieval culture to the problems of the present. Since the scope of World History is extremely broad, those countries that figured largely in our cultural heritage are studied in depth. A unit on the Soviet Union provides the student with an insight into the background of the acceptance of communism by the Russian people, and a development of the various peoples is studied, as well as the philosophies, and the artistic, literary, and scientific achievements.

Maps, films, filmstrips, charts, and a variety of reading materials are widely used in this course. World News, pamphlets, magazines and newspapers are used to keep informed about current happenings. Study guides and outlines are used to encourage good study habits and evaluation of progress. Other activities including group and individual projects and discussions.

EVALUATION PROCEDURE:

Objective and essay type tests are used in evaluation and measuring pupil progress and understanding. Evidence of progress in working independently and in reporting are also used in evaluation.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Earlyman
2. Egypt
3. Fertile Crescent
4. Greece
5. Rome
6. Religion
7. Middle Ages
8. Renaissance
9. Great Britain

SECOND
1. France
2. Low Countries
3. Spain and Portugal
4. Italy and Germany
5. Russia
6. India

THIRD
1. Latin America and Africa
2. The World Wars
3. Divided World
4. Cold War, Review for Final

Course Title: Political Geography
Department : Social Studies

Grade Level: 10th-11th Grade
Course Number _____ Elective

COURSE OBJECTIVES

1. To make the student aware of the importance of geography in world relations.
2. To teach the importance of local geography.
3. To develop an understanding of the inclusiveness of the geographic field.

COURSE CONTENT AND DESCRIPTION

The content of this course shall include those forces that create, transform, and destroy geographic features. The proper names of these forces and features shall be taught along with their causes and their effects on man. When possible these items shall be shown to the students by all possible means. An emphasis should be placed on application of knowledge.

This class should do a great deal of reading and map work. Films should be used along with any other visual aid that will help put across the geographic content. The field trip should be an integral part of this course.

EVALUATION PROCEDURES

Evaluation shall be on written and oral expression and application of the material covered.

COURSE OUTLINE BY TRI-SEMESTER

Political Geography

1. Geography of Nations

    A. Western Europe Nations

    B. Soviet Union

    C. China, Japan and India

    D. Southern Asia and Southwest Pacific

    E. Africa

    F. South American Republics

    G. United States and Latin America

Course Title: Physical Geography Grade Level : 10th-11th Grade
Department : Social Studies Course Number Elective

COURSE OBJECTIVES

1. To make the student aware of the importance of geography in world relations.
2. To teach the importance of local geography.
3. To develop an understanding of the inclusiveness of the geographic field.

COURSE CONTENT DESCRIPTION

The content of this course shall include those forces that create, transform, and destroy geographic features. The proper names of these forces and features shall be taught along with their causes and their effects on man. When possible these items shall be shown to the students by all possible means. An emphasis should be placed on application of knowledge.

This class should do a great deal of reading and map work. Films should be used along with any other visual aid that will help put across the geographic content. The field trip should be an integral part of this course.

EVALUATION PROCEDURES

Evaluation shall be on written and oral expression and application of the material covered.

COURSE OUTLINE BY TRI-SEMESTER

Physical World Geography

1. Man and Climate
   A. The different climate belts.

2. Surface of the Lands

3. Natural Resources

4. Life Processes of Civilization
   A. Manufacture and Trade
   B. Transportation and Communication

Note: Primary emphasis is upon the relationship between man and nature.

Course Title: United States History Grade Level : 11th
Department : Social Studies Course Number: _____

COURSE OBJECTIVES

1. Demonstrate the interest and importance of history
2. Historical awareness
3. Historical curiosity
4. Tolerance
5. Perspective
6. Skill in critical thinking
7. Skill in gathering information
8. Skill in organizing
9. Skill in reading and listening
10. Skill in speaking and writing

COURSE CONTENT

The basic content of this course will be the period of United States history from 1865 to the present. In addition the historical significance of the art, music, and literature of the period will be considered.

Instructional activities should include the following: lecture, films, records, pictures, book reports, panel discussions, individual research, speakers, and field trips. This is not to be considered an all inclusive list--other activities may also be used.

EVALUATION PROCEDURES

Evaluation will come from both the oral expressions and the written expressions of the students. Evaluation shall also be carefully included from all the fields of instructional activities.

COURSE OUTLINE BY TRI-SEMESTER

1. The Civil War

2. The changing Nation 1865-1920
   A. Reconstruction of the South
   B. Rise of Modern Industry
   C. Labor problems and immigration policies
   D. Our Federal Reserve System

3. New ways of living 1865-1920
   A. Our last frontier
   B. Transportation and Communication
   C. The new trend of living in America

4. Government and Politics 1865-1920
   A. Our Democratic Government
   B. Politics and the Democratic Order 1868-1900
   C. The Progressive Era

5. The United States becomes a World Power 1865-1900
   A. Expansion
   B. World Affairs

Course Title: American History
Department : Social Studies

Grade Level: 11th
Course Number: ____

COURSE OBJECTIVES

1. Demonstrate the interest and importance of history
2. Historical awareness
3. Historical curiosity
4. Tolerance
5. Perspective
6. Skill in critical thinking
7. Skill in gathering information
8. Skill in organizing
9. Skill in reading and listening
10. Skill in speaking and writing

COURSE CONTENT

The basic content of this course will be the period of United States history from 1865 to the present. In addition the historical significance of the art, music, and literature of the period will be considered.

Instructional activities should include the following: lecture, films, records, pictures, book reports, panel discussions, individual research, speakers, and field trips. This is not to be considered an all inclusive list--other activities may also be used.

EVALUATION PROCEDURES

Evaluation will come from both the oral expressions and the written expressions of the students. Evaluation shall also be carefully included from all the fields of instructional activities.

COURSE OUTLINE BY TRI-SEMESTER

1. America between the Wars, 1919-1939
   - A. Prosperity and Depression 1919-1932
   - B. New Deal
   - C. American Diplomacy

2. War and Peace in an Atomic Age
   - A. America in World War II
   - B. Postwar Problems and Achievements
   - C. Truman Administration
   - D. Eisenhauer Administration-Cold War Problems
   - E. Kennedy Administration
   - F. Johnson Administration
   - G. Nixon Administration
   - H. Viet Nam War

Course Title: Psychology
Department : Science
Grade Level : 12th & Selected 11th
Course Number: ____________

COURSE OBJECTIVES

1. To give the student a frame of reference for understanding social relationships and behavior.
2. To develop an understanding of learning processes and to increase study efficiency.
3. To assist students in developing a basic philosophy of life.
4. To assist students in better understanding personal problems and behavior.
5. To introduce psychology as an organized field of science.

COURSE CONTENT

1. Psychology and its relationships to the other sciences.
2. General characteristics of Human behavior.
3. Learning and the learning processes.
4. Motivation and patterns of behavior.
5. Exploring different areas of psychology and current problems.

INSTRUCTIONAL ACTIVITIES DEFINITION

Activities include class discussion on course content and current topics of related nature. Films and resource people are to be utilized whenever possible. To introduce the students to different phases of psychology a term paper which is to be presented orally to the class will be required of each student.

STUDENT EVALUATION PROCEDURES

1. A test will be given at the end of each chapter.
2. A grade will be given on class attitude and discussion.
3. A term paper on any subject related to psychology will be required of each student. This paper will also be presented orally to the class.

COURSE OUTLINE BY TRI-SEMESTER

1. Psychology and its relationships to the other sciences.
2. General characteristics of human behavior.
3. Learning and the learning process.
4. Motivation and patterns of behavior.
5. Items of current interest will be discussed at any time during the semester.

Course Title: Philosophy   Grade Level : 11-12
Department : Social Studies   Course Number: ____

COURSE OBJECTIVES

1. To learn the nature and systems of philosophy
2. To encourage independent work
3. To foster independent thought

COURSE CONTENT

Much of this will be independent work, research, papers, oral class work, etc.

EVALUATION PROCEDURES

Evaluation will be on a minimum of testing, but mainly on participation and presentations. Logical development will be stressed.

COURSE OUTLINE BY TRI-SEMESTER

1. Introduction, Background "What is Philosophy?"
2. Some of the philosophers, early to modern.
3. Different "types" of philosophy
4. Independent work-"Where has your curiosity led you?"
5. What is your philosophy?

Course Title: Economics
Department: Social Studies
Grade Level: 12
Course Number:

COURSE OBJECTIVES

To provide a basic understanding of how our economic system is organized and how it performs. In addition, it is hoped that the student will acquire an expanded frame of reference within which he will be better able to make judgements relating to the political and socio-economic questions that seemingly form endless chains over the life-span of man: Questions relating to taxation, government spending, welfare plans, union-management conflicts, international trade, etc. It is hoped that the student of economics develops an analytical frame of mind, that he will explore various approaches to a problem, examine pros and cons of each course of action, and learn to select, on the basis of reasoned analysis, the best course of action.

COURSE CONTENT DESCRIPTION

A study of the free system, labor-management, government spending and taxation, the Federal System and it's impact on the banking system, international trade and other related subject areas.

In each case, the student is required to submit an acceptable term paper dealing with an economic issue of some substance, otherwise the semester mark will be recorded as an incomplete.

Instructional activity is comprised of lectures and student led panel discussions. Audio-visual aids are used where appropriate. The student is encouraged to enter into decision making rather than assuming a passive role. To this end, activity such as stock selection and a term paper are made a part of the course. It is expected in the term paper that the student will examine an economic problem, weigh the pros and cons of each course of action, and make a reasoned decision as to the best course of action.

EVALUATION PROCEDURE

Periodic tests, balanced about 50% multi-choice and 50% essay, are used. In addition, student panel participation is graded as is the term paper and class participation.

COURSE OUTLINE BY TRI-SEMESTER

1. Importance of Productivity
2. Organizing for Productivity
3. Review of Rising Expectations
4. Economic Reasoning
5. Problems faced by the Price System
6. Four questions about the American Economy
7. Monopoly and Competition
8. The Role of Profits in a Market System
9. Recession and Inflation
10. Government and Business Regulation, Taxing and Spending,Public Finance
11. Fiscal Policy
12. Money, banking and monetary policy
13. Agriculture - Where intervention fails
14. International Economics
15. Underdeveloped Countries
16. Economic Problems of Metropolitan Regions
17. Price-Directed vs Command Economics

Course Title: Government
Department: Social Studies
Grade Level: 12th
Course Number:

COURSE OBJECTIVES

1. To learn the nature of the American governmental system since it is based upon the principle that the people are the source of all authority and government.
2. To encourage respect for law.
3. To promote loyalty and patriotism.
4. To promote good government.
5. To understand how government today is involved, somehow, in everything we do.
6. To develop critical and analytical reasoning.

COURSE CONTENT

This class works with independent or small group research. In addition, lectures, films, newspapers, field trips, speakers, and any other material available will be used.

EVALUATION PROCEDURES

Evaluation will be based on both written and oral expression. Oral expression should play a large part in student evaluation in this class.

COURSE OUTLINE BY TRI-SEMESTER

I. Foundations of American Government
    A. Strength through union
    B. Modern Political Systems
    C. Heritage of American Government
    D. The Constitution - basic principles and development
    E. Federal System
    F. Civil Rights

II. The Political Process
    A. Political Parties
    B. Voting, Nominations and Elections
    C. Pressure Groups

III. Legislative Department
    A. The Congress - qualifications, compensations, duties
    B. Congress in action - actual breakdown of how a bill becomes a law
    C. Powers of Congress

IV. Executive Department
    A. The President
    B. Powers of the President

V. The Judiciary
    A. The Federal Court System
    B. State Systems of Justice
    C. Civil and Criminal Procedures

VI. State and Local Government

Course Title: Problems
Department : Social Studies
Grade Level : 12
Course Number: ______

COURSE OBJECTIVES

1. To discuss in class many of the major problems existing in our democracy today.

2. To prepare our student to leave the primary period of their lives and enter the secondary phase as smoothly as possible.

3. To both give the student a knowledge of what some of the main problems of our democracy are, and the courage to face, and even overcome these problems if possible.

4. To show the student what we mean by a democratic form of government, and to compare it with other forms of government.

The Problems of Democracy Course deals with the basic problems which are evident within our country.

Many different textbooks are used as guides with no single one being the adopted classroom text. Newspapers, magazines, and many other sources of outside materials are used during the semester; as are numerous outside speakers. Each semester the class picks approximately thirty problems existing in our democracy which they would like to do research on and discuss orally in class. Some of the more important discussions on the above topics are assigned used as a follow-up.

EVALUATION PROCEDURE

Evaluation is made upon the basis of test results, research papers, outside work, and class participation.

COURSE OUTLINE BY TRI-SEMESTER

1. Drugs
2. War in Vietnam
3. Armed Services
4. Mental Illness
5. Birth Control
6. Social pressures
7. Drop-outs
8. Alcoholism
9. Civil Rights
10. Capital Punishment

SCIENCE

Course Title: Science   Grade Level: Kindergarten
Department : Science

COURSE OBJECTIVES

1. To become aware of our environment
2. To observe the changes which occur
3. To explore areas of interest - individual or group
4. To experiment for understanding
5. To develop sensory impressions

COURSE CONTENT AND DESCRIPTION

Units are developed of approximately a week in length. These cover a broad and varied interest range.

For example all fall studies include studies of birds and animals preparing for winter. Vocabulary is developed and sustained in helping to acquaint the individual with the changes which occur.

In the spring birds are studied which are familiar to the area.

Other units include:

1. Seeds and bulbs
2. Seasons and weather changes
3. Space age
4. Animals - domestic, zoo, circus, and wild
5. Sensory impressions
6. Others to meet individual or group needs.

unit studies are correlated to seasonal topics

Instructional activities:

1. The several studies utilize the Instructional Media Center, Saginaw for use of:
   a. films - filmstrips
   b. movies
   c. records
   d. study prints, etc.
2. The teacher uses resource materials from the local library and free and inexpensive materials from companies listings.
3. The classroom teacher also uses (the files of:)
   a. charts
   b. pictures
   c. other media
   d. the teachers personal file
4. The opportunity of field trips or hikes are used
   a. Empy Room at Freeland High School
   b. trip to Bintz Apple Farm
   c. Dairy farm
   d. other hikes
5. The classroom teacher uses scientific equipment within the building:
   a. magnifying glass
   b. micro-projector
   c. other

Throughout the various studies the individual is encouraged to relate his findings, expectations and conclusions. Through discussions and exchanges the individual discovers and becomes more familiar and interested with his environment.

EVALUATION

The student is evaluated by the overall interest and contribution which has been made, through verbal participation and by his continued interest in his everyday environment.

Unit studies are correlated to seasonal topics

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Season Changes in:
    - A. Animals
        - 1. domestic
        - 2. wild
    - B. Birds
    - C. Plants
        - 1. trees
        - 2. seeds from plants
        - 3. bulbs
    - D. People
        - 1. work
        - 2. preparation
    - E. Reptiles, etc.
    - F. Weather
        - 1. temperature
        - 2. moisture
        - 3. wind
    - G. Other studies related to season
    - H. Insects

SECOND

1. Sensory Impressions
2. Space
3. Others as individual/group needs

THIRD

1. Magnets
2. Animals
    - A. Circus
    - B. Zoo

Course Title: Science
Department : Science

Grade Level: Grade 1

COURSE OBJECTIVES

1. To awaken in pupils the knowledge that there is joy in discovery and excitement in sensing and finding the mysteries of science
2. To increase and enlarge the child's understanding and appreciation of the world

COURSE CONTENT AND DESCRIPTION

The course is divided into five areas: Living Things, the Earth, the Universe, Matter and Energy, the Human Body. From previous experience with living things the child learns more about plants and animals, they learn to observe the Earth about them and the sky. They study and use simple machines to learn about energy. They learn more about the five senses that help them to learn.

Investigations are vital to the science process - Children are urged to observe what happens in the fall and to record these observations as what birds leave, when trees lose their leaves. Films and filmstrips are used to develop these units. They are correlated with the reading, art and music program.

EVALUATION

Evaluation is made through classroom discussion and questions and interest shown.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Unit I - Living Things
2. Unit II - The Earth

SECOND
1. Unit III - The Human Body
2. Unit IV - The Universe

THIRD
1. Unit V - Matter and Energy

Course Title: Science
Department : Science

Grade Level: Grade 2

COURSE OBJECTIVES

1. To learn to solve problems of their own experience by doing and to evaluate their findings through independent thinking
2. To learn concepts of conservation
3. To develop an awareness and an understanding of ourselves, environment, and all which affects us and the way we live

COURSE CONTENT AND DESCRIPTION

A. Living Things
   1. Plants
   2. Animals

B. The Earth
   1. What the earth is like
   2. Land, water, air
   3. Gravity
   4. Day and night, seasons, day and year
   5. Directions
   6. Weather

C. The Universe
   1. The sun, the earth, and the moon
   2. Stars and planets, constellations

D. Matter and Energy
   1. Volume, weight, and mass
   2. Solids, liquids, and gases
   3. Energy
      a. Pushing and pulling
      b. Sound
      c. Light
      d. Lightning and electricity
      e. Magnetism

E. Human Body
   1. Growing and changing
   2. Learning how to be clean, good food habits, and rest

Basic Test - Science 2, Laidlaw

EVALUATION

Evaluation through class discussion and interest shown.

COURSE OUTLINE BY TRI-SEMESTER

FIRST -
1. Living Things
   A. Plants and animals
2. The Earth
   A. Land, water, air
   B. Gravity
   C. Day, night, seasons, weather

SECOND -
1. The Universe
   A. The Sun, and moon
   B. Stars and plants
2. Matter and Energy
   A. Volume, weight

THIRD -
1. Energy
   A. Sound, light
   B. Pushing, pulling
2. The Human Body

Course Title: Science
Department : Science
Grade Level: Grade 3

COURSE OBJECTIVES

1. Gain a knowledge of the world of science as embodied in basic concepts and principles of scientific disciplines
2. Be able to work in a scientific manner
3. Give opportunity for pupil experimentation and laboratory work

COURSE CONTENT AND DESCRIPTION

In the third grade the content is based on the same five areas as in grades one and two with extended learnings in all areas. First, third graders find out what science is, then continue with:

Unit I Living Things	- What they need How they live How they adapt
Unit II The Earth	- Kinds of regions Where they are on earth What causes regions
Unit III The Universe	- The sun in space The moon in space How we find out about the moon Trips to the moon
Unit IV Matter and Energy	- A form of energy called heat Matter in solutions Matter in motion
Unit V The Human Body	- The skeleton The muscles The heart and blood vessels

An experimental approach is used, much use of observation, recording, drawing conclusions, also films, filmstrips are used to enrich and teach.

EVALUATION

Teacher tests - use of informal tests in book.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. What is Science
2. Living Things
3. The Earth

SECOND
1. The Universe
2. The Sun
3. The Moon

THIRD
1. Space Travel
2. Matter and Energy
3. The Human Body

Course Title: Science
Department : Science

Grade Level: Grade 4

COURSE OBJECTIVES

1. To stimulate and guide children in a constantly growing understanding of the forces, phenomen, processes, materials, and living things that make up a large part of their everyday world
2. To develop a scientific attitude, thinking abilities, and basic ideas that help children understand their world

COURSE CONTENT AND DESCRIPTION

The course is based on a series of six units.

- I. The Science Process
  - A. How to use it
  - B. Famous Scientists
- II. Classification of Living Things
  - A. How living things are classified
  - B. How scientists classify animals
  - C. How scientists classify plants
  - D. Other classification of living things
- III. The Nature of the Earth
  - A. Characteristics of the Earth
  - B. The air, land, and water of the Earth
  - C. Some materials of the Earth
  - D. Changes in the Earths surface
- IV. The Nature of the Universe
  - A. Scientists ideas of the universe
  - B. The Solar system
  - C. The planets
  - D. Space travel
- V. Matter and Energy
  - A. Machines
  - B. Changes of state
- VI. The Human Body
  - A. The skin
  - B. The senses
  - C. Safequards against infection

Instructional Activities:

Children are encouraged at all times to observe and experiment through use of science kits, science cabinets, the microscope, and the micro projector. Field trips are planned to a planetarium and weather station.

COURSE OUTLINE BY TRI-SEMESTER

FIRST	SECOND	THIRD
1. Unit One'	1. Unit Three	1. Unit Five
2. Unit Two	2. Unit Four	2. Unit Six

Course Title: Health
Department : Health

Grade Level 5th grade

COURSE OBJECTIVES

- I. Aims of the Modern Health Program:
    - A. Acquaint children with the wonders of their own bodies
    - B. Help boys and girls understand how they grew and developed
        - 1. Give children understanding of uneveness in growth
        - 2. Go beyond the facts of growth and work with children's feelings as well.
    - C. Seek to make changes in children's attitudes and behavior
    - D. Foster in children an inquiring attitude and provide guidance in learning how to find answers to questions that are raised
    - E. Assume responsibility for offering a complete course in safety education
    - F. Help children grow in self-understanding and in the ability to understand others
    - G. Utilize well-prepared, appealing instructional materials for boys and girls
    - H. Provide an environment that reflects good health practices
        - 1. from a standpoint of physical health
        - 2. from the standpoint of mental and social health
            - a. foster a feeling of acceptance
            - b. foster a feeling of being liked or reqarded with affection
            - c. foster a feeling of achievement

COURSE CONTENT DESCRIPTION

Provide a variety of learning experiences

- a. group discussions
- b. taking trips
- c. conduct interviews with adult specialists
- d. see films and filmstrips
- e do experiments
- f. read books
- g. use art work for charts and posters
- h. plan to dramatize skits and pantomines
- i. provide experience in role-playing and socio-drama
- j. use models whenever possible
- k. use specimans
- l. keep personal record or log of growth, diet, etc.

Plan a vigorous physical education program to work for the following goals in skills and behaviors:

- 1. game skills (see page 22, teachers guide, text About Yourself Scott Foresman
- 2. behaviors: (see page 22, ibid).

EVALUATION PROCEDURES

I would like a pre-test - post-test evaluation using questions children of this age group ask, questions about themselves.

I think evaluations through tests in this area are of little value. I have used this text for about ten years. I have yet to feel that I have been able to adequately and objectively measure the amount of learning I knew took place.

Course Title: Science   Grade Level 5th grade
Department : Science

COURSE OBJECTIVES

- A. To awaken in pupils a sense of joy in discovering and excitement in sensing and finding the intellectual power of science; to increase the child's understanding and appreciation of his world; to guide the child to an awareness of the range and limits of man's control over nature.
- B. To make knowledge meaningful to boys and girls
- C. To solve problems through the discovery approach
  1. observing
  2. questioning
  3. measuring
  4. guessing
  5. hypothesizing
  6. investigating
  7. inferring
  8. concluding
  9. testing
- D. To stress reason and logic, and freedom to think without limits; yet develop respect for what has been done by others.
- E. To learn to think, opportunities must be provided for children to be able to otilize words and numerals, verbalize their ideas, and express conclusions precisely and accurately.

COURSE CONTENT DESCRIPTION

Unit I. What is Science?
    Pupil learns to reach conclusions as a scientist does.
Unit II. Living Things
    Major emphasis-Cellular Structure of living things
    Concepts:
    a. There are many types of cells
    b. Cells may be organized into tissues, organs, and systems
Unit III. The Earth
    Major emphasis - Formation of the earth
    Generalizations:
    a. Scientists differ in regard to how the earth was formed
    b. Studying the changes taking place in the earth provides clues to the nature of the earth and the change it has undergone
Unit IV. The Universe
    Major emphasis - Exploration of space
    Major concepts developed include:
    a. Conditions in space, temperature, radiation, lack of atmosphere are unfavorable to life.
    b. Man has successfully met the problems of space flight
Unit V. Matter and Energy
    Major emphasis - Electricity, Light and Sound
    Concepts developed:
    a. Chemical energy and mechanical energy may be transformed into electricial energy
    b. Energy is required to cause vibrations

Unit VI. The Human Body

Major emphasis - The Eyes and Ears

Such concepts as these are developed:

a. The eye is adapted to receive light
b. The ear is adapted to receive sound waves
c. Interpretation of what is seen or heard takes place in the brain

Instructional activities used are:

A. Observe pictures and sequence of events
B. Write summaries and reports
C. Make drawings
D. Make charts and graphs
E. Experiences in experimentation by observing and conducting
F. Reading and discussion
G. Preparing and displaying science projects
H. Record thoughts and observations in the "Something To Do" section of the text
I. Release and bring forth creativity by answering the "Think for Yourself" questions in the text

Course Title: Science
Department : Science
Con't.

Grade Level: 5th Grade

COURSE CONTENT DESCRIPTION con't

J. Use the glossary-index in the text to develop precise science vocabulary
K. Make investigations in teams on some phase of science process
L. Use of Films, filmstrips, and recordings
M. Use of models and displays
N. Use of transparencies and overlays

EVALUATION PROCEDURE

1. Evaluate learnings by working on the review of science vocabulary and ideas
2. Use of tests in basic text or teacher-made quizzes
3. Daily assignments such as drawings, reports, summaries, discussion participation
4. Project work

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Unit I - What is Science
2. Unit II - Living Things
3. Unit III - The Earth
4. Unit IV - The Universe
5. Unit V - The Human Body

SECOND

1. Unit VI - The Human Body
2. Unit I - How Much Do You Know About Yourself
3. Unit II - Your Senses and How They Work
4. Unit III - Your Skin, Hair and Nails
5. Unit IV - Your Bones and Muscle

THIRD

1. Unit V - How Your Body Uses Food
2. Unit VI - Your Heart and Lungs
3. Unit VII - Safeguarding Yourself at Play
4. Unit VIII - As You Grow

Course Title: Health   Grade Level: Sixth Grade
Department: Health

COURSE OBJECTIVES

1. To develop in our students an understanding of themselves, their behavior, their growth patterns, and the ability to make better decisions for themselves.
2. To develop with the students the need to preserve their physical beings and to understand how to accomplish it.
3. To learn what the health hazards are, and what can be done about them.
4. To learn the physical characteristics of their community; the advantages of health services and how to use them.
5. To help each student to grow into a healthy individual able to contribute usefully to his society and state.

COURSE CONTENT

Understand the changes in life longevity: a. study growth patterns, b. make and study surveys of longevity pattern, c. make comparisons.

Epidemics (research and study): a. study the history of epidemics in our country, b. study what research has learned about epidemics, c. preventive measure that can be taken.

The body: a. important glands and the function of each...skin, heart, digestive organs, nervous system, bone and muscle structure, blood and circulatory stystem, eyes, ears, teeth, and the respiratory system.

Care of the body: a. proper diet and weight-effect on health, b. sleep and rest patterns, c. physical training, its need, practice and results, d. posture, e. cleanliness, personal and its importance, f. importance of dental care and visits to the dentist, g. dangers of uses of intoxicating beverages, h. smoking and its effect upon the body.

Safety: a. precautionary safety at home, b. safety at play, c. safety on the street, d. safety in driving, e. safety on your bicycle.

Learn the basis for and the value of government controls pertaining to health: a. control of epidemics and antibotics, b. food and drug control, c. drinking water and pollution, d. problem of sewage, e. mosquito control, f. control of rats.

Course Title: Science Grade Level: Grade 6
Department : Science

COURSE OBJECTIVES

- A. To stimulate interest in the world about us
- B. To provide basic knowledge and understanding of the formation and development of living matter
- C. To provide opportunities for stimulating wider class participation in search of scientific knowledge
- D. To teach a vocabulary effecient for scientific needs
- E. To broaden interests in general in their surroungings and in scientific materials.

COURSE CONTENT AND DESCRIPTION

- A. What is Science
  - 1. Research
  - 2. Progress in science
  - 3. Important research
- B. Bio Sciences
  - 1. The cell and organism
  - 2. Organisms and their environments
  - 3. Flowering plants
    - a. Green
    - b. Non-green
      - 1. Characteristics
      - 2. Reproduction
- C. Earth Sciences
  - 1. The ocean of water
  - 2. The ocean of air
  - 3. Oceans and weather
- D. Physical Sciences: matter and energy; molecules and atoms
  - 1. Properties of matter
  - 2. Make-up of matter
  - 3. Changes in matter
- E. The Universe
  - 1. The search into space
  - 2. Outgrowths of the research
- F. The Human Body
  - 1. Bones and muscles
  - 2. The nervous system

Text: Science 6 Laidlaw

EVALUATION

- A. Teacher constructed tests
- B. Assigned homework
- C. Student participation
- D. Assigned diagrams
- E. Teacher constructed quizzes
- F. Constructed experiments
- G. Evaluation of assigned science project

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Understand the changes in life longevity
2. Epidemics - research and study
2.

SECOND
1. The Body
2. Care of the Body

THIRD
1. Safety
2. Learn the basis for and the value of government controls pertaining to to health.

Course Title: General Science
Department : Science

Grade Level: 7th
Course Number: ____

COURSE OBJECTIVES:

1. To introduce the student to the ideas and means of scientific investigation.
2. To teach the student to make meaningful observations and scientific judgements about materials presented to him through the book and through experiments.
3. To let the student make meaningful generalizations about materials presented.
4. Encourage the student to scientifically observe and explore his world. The use of class projects and student presentation will be emphasized here.

COURSE CONTENT:

The course will cover the following areas:

1. General scientific investigation including;
    a. Hypothesis and Theories
    b. How to interpret data
    c. How to do field research
2. Weather including;
    a. The atmosphere
    b. Causes
    c. Climates and microclimates
    d. Atmospheric pressure
3. Space including;
    a. Sky
    b. Earth in Space
    c. Universe
4. Physical Science including;
    a. Sound
    b. Electricity in the home
    c. Heat
    d. Electricity
    e. Water, oxygen, carbon chemistry
5. Biology including;
    a. Plant and animal communities
    b. Insects
    c. Seasonal Behavior

Activities will include class readings and discussions, outside experiments, class experiments, projects and Current Science at a charge of one-dollar a year. Films and other A.V. aides will be used where appliable.

EVALUATION PROCEDURES:

Evaluation is done on a basis of homework, Current Science quizzes projects and tests. Class participation will determine border-line cases.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

- I. General scientific investigations including:
  - A. Hypothesis and Theories
  - B. How to interpret data
  - C. How to do field research
- II. Weather including:
  - A. The atmosphere
  - B. Causes
  - C. Climates and microclimates
  - D. Atmospheric pressure

SECOND

- I. Space Including:
  - A. Sky
  - B. Earth in Space
  - C. Universe
- II. Physical Science including
  - A. Sound
  - B. Electricity in the home
  - C. Heat
  - D. Electricity
  - E. Water, oxygen, carbon chemistry

THIRD

- I. Biology including:
  - A. Plant and animal communities
  - B. Insects
  - C. Seasonal Behavior

Course Title: 8th Grade Science
Department: Science

Grade Level: 8th Grade
Course Number: ________

COURSE OBJECTIVES

1. Emphasis upon the scientific method as a means of explaining ideas and concepts which are abstract or unfamilar.
2. To provide the student with open-ended laboratory experiences in which the solution to the problem is not known.
3. To develop generalizations, attitudes and skills in preparation for their entrance into high school.
4. To introduce the students to the subject matter needed for biology, chemistry, physics, and earth sciences.
5. To present science as a unified field of knowledge instead of many separate sciences.

COURSE CONTENT & DESCRIPTION

This course covers:

1. the study of living things-biology
2. the study of matter-chemistry
3. the interaction of matter and energy-physics
4. the structure and formation of the earth-geology

The course is presented in a unified manner, rather than covering each topic as a separate science.

Activities include laboratory experiments with explanations developed by the student based on these experiences. Classroom explanations usually include demonstrations, large and small discussion groups, slides, as well as films, filmstrips, transparencies, and slides. Maintenance of a well organized and complete notebook contains reports of the lab work.

EVALUATION PROCEDURES

1. Tests
2. Quizzes
3. The notebook
4. Emphasis is placed on participation in the laboratory exercises.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

- I. Biology
  - A. Cells
  - B. Ecology
  - C. Survey of Plants
- II. Physics
  - A. Motion
  - B. Light
  - C. Radiation
  - D. Metric System

SECOND

- I. Chemistry
  - A. Acids-Bases
  - B. Crystals
  - C. Periodic Chart

THIRD

- I. Earth Science
  - A. Earth Processes
  - B. Rocks and Materials

Course Title: Health
Department : Science

Grade Level : 7th
Course Number: ______

COURSE OBJECTIVES

1. To improve the student's health and his attitudes toward it
2. To improve the student's mental and emotional health
3. To increase the student's awareness of available public health facilities

COURSE CONTENT

1. Public health
2. You and your doctor
3. Design for living. The importance of health.
4. First impressions, personal appearance, and skin problems
5. Behavior and emotional problems related to personal problems and learnings
6. Tobacco

Activities include class discussion, films, outside reading, and resource people.

EVALUATION PROCEDURES

1. Class discussion
2. Class attitude and cooperation
3. Students will be evaluated on a credit or no credit basis in an effort to improve class participation and interest

COURSE OUTLINE BY TRI-SEMESTER

1. Public health
2. You and Your Doctor
3. Design for living. The importance of health.
4. First impressions, personal appearance, and skin problems
5. Behavior and emotional problems as related to personal problems and learnings
6. Tobacco

Course Title: Health
Department : Science

Grade Level : 8th
Course Number: ______

COURSE OBJECTIVES

1. To improve the students health and his attitude toward it.
2. To present sufficient anatomy for the student to understand basic structures of his body and its functions.
3. To present major health problem areas for discussion and thought.

COURSE CONTENT AND DESCRIPTION

1. Infectious diseases
2. Chronic and disabling diseases
3. Alcohol and drugs
4. Your body in action
5. First aid and safety
6. The supply systems of the body

Instructional activities, discussions, films, readings - both best and supplimentary - panel discussions with debates with outside authorities when possible are main topics in this course.

EVALUATION PROCEDURE

Evaluation is on a "credit" "no credit" system, with a statement made on the progress of each. Emphasis is taken off from tests with the idea that this will lead to a free flow of information. Class attitude is a main determining factor.

COURSE OUTLINE BY TRI-SEMESTER

1. Infectious diseases
2. Chronic and disabling diseases
3. Alcohol and drugs
4. Your body in action
5. First aid and safety
6. The supply system of the body

Course Title: Biology
Department : Science

Grade Level: 9th through 12th
Course Number______Elective

COURSE OBJECTIVES

1. To develop an appreciation for the scientific method by (a) studying the history of the maturation of past and modern ideas in Biology (b) by actual investigation in the laboratory through observation, hypotheses, experiment, and verification of data.
2. To show the interrelation of the other sciences to Biology.
3. To expose the student to many areas of biological vocations.
4. To offer experiments designed to encourage curiosity.
5. The opportunity to learn basic laboratory skills, to work independently and to work with others.
6. A clear understanding of basic principles of Biology rather than an accumulation of facts that have been memorized.

COURSE CONTENT DESCRIPTION

These nine themes or principles are the underlying and unifying threads that run through the entire course. In each unit certain ones will be emphasized:

1. Change of living things through time--evolution
2. Diversity of type and unity of pattern of life
3. Genetic continuity of life
4. Complementarity of organism and enviroment
5. The biological roots of behavior
6. Complementarity of structure and function
7. Regulation and homeostatis: the maintenance of life in the face of change
8. Science as inquiry
9. The intellectual history of biological concepts

We are teaching for clear understandings of these principles and will therefore use facts as tools for getting at these-rather than as ends in themselves.

Instructional activities will include classroom lectures and demonstrations, films, filmstrips, and field trips. Laboratory experiences requiring individual data and results are provided. Students are required to prepare a book report on some biological subject and encourage long range individual and class project.

EVALUATION PROCEDURES:

Tests, quizzes, laboratory reports, general laboratory attitude, project work, and oral and written book reports are used to evaluate the students.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Patterns of Structure
2. Patterns of Function
3. Patterns of Change

SECOND

1. Life in its Simplest Forms
2. Reproduction of Simple and complex Plants and Animals
3. Plants and Animals: Maintenance of the Individual
4. Plants and Animals: Regulation Within the Individual

THIRD

1. Plants and Animals: Heridity of the Individual
2. Plants and Animals: Patterns of Interaction
3. Man: Past, Present, and Future

Course Title: Natural Physical Science
Department : Science
Grade Level: 9-12
Course Number:

COURSE OBJECTIVES

1. To teach students to observe, conduct investigations, interpret data, and draw up conclusions.
2. To build an understanding of the processes and interdisciplinary nature of science.
3. To give the proper background to students who wish to go on to other sciences.
4. To give a strong science background to students who will not take any other science in high school.

COURSE CONTENT

This course is based on the inquiry method of science teaching. The stress is on doing, rather than on reading. Science is a creative activity.

Section I deals with distinguishing characteristics of scientific activity. Sections 2 through 6 focuses on chemical interactions. Sections 6 through 10 deal with physical interactions. The last part of the book deals with energy and living systems, and how energy is converted from one form to another.

Themes:
- Scientific behavior
- The nature and use of scientific models
- The particulate and continuous nature of matter.
- The conversion of energy from one form to another
- The behavior of matter and energy in living systems

Activities include student investigations, class discussions, films, and class reports on subjects of current interest.

Student participation in science fair and related activities will be encouraged.

EVALUATION PROCEDURES

1. Tests are to be given at the end of each section.
2. A lab grade will be given each six weeks on the bases of lab methods, results and behavior.
3. Credit will be given for outside work and presented as a class report and/or a science fair project

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Observing the behavior of matter
2. Models of atoms and molecules
3. Periodic classification of elements

SECOND
1. Chemical and physical reactions
2. Time, Speed, and Distance relationships of objects in motion
3. Phases of matter

THIRD
1. Nature of heat and light
2. Energy conversion and transfer
3. Matter, energy, and living processes

Course Title: Environmental Science
Department : Science
Grade Level : 10-12
Course Number: ____

COURSE OBJECTIVES

1. Make observations based on direct experience with earth materials.
2. To give the students a basic understanding of earth processes.
3. To establish a framework within which many of the fundamental principles of science may be encounted, examined, and verified or questioned.

COURSE CONTENT AND DESCRIPTION

1. Dynamic Earth
2. Earth Cycles
3. Earth's Biography
4. Earth's Environment in Space

These four topics are studied through reading, investigations, and discussions. Some investigations are long-range and carried through for many weeks.

Instructional activities consist mainly of the following:

1. Laboratory and lab write ups.
2. Films.
3. Outside reading and written assignments.
4. Questions to answer. Problems to solve.
5. Discussion.

EVALUATION PROCEDURES

The Teacher's Guide provides sample test items, all of which are multiple choice. The end of each chapter, each unit, and each semester. Quizzes each week.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Dynamic Earth
    A. Changing Earth
    B. Earth Materials
    C. Earth Measurement
    D. Earth Motions
    E. Fields and Forces
    F. Energy Flow

SECOND
1. Earth Cycles
    A. Energy and Air Motions
    B. Water in the Air
    C. Waters of the Land
    D. Waters in the Sea
    E. Energy, Moisture, Climate
    F. Land Wears Away
    G. Sediments in the Sea
    H. Mountains from the Sea
    I. Rocks within Mountains
    J. Interior of the Earth

THIRD
1. Earth's Riography
    A. Time
    B. Record in the Rocks
    C. Life, present and past
    D. Development of a Continent
    E. Evolution of Landscapes
    F. The Moon
    G. Solar System
    H. Stars as Other Suns
    I. Stellar Evolution
    J. The Universe and its Origin

Course Title: Conservation
Grade Level: 9-12
Department: Science
Course Number:

COURSE OBJECTIVES

1. To produce citizens who realize the problems of our environment.
2. To produce citizens who know how to solve these problems.
3. To produce citizens who know the resources of their state and the wise use of these resources.

COURSE CONTENT

1. Definition of Conservation
2. Basic Michigan Geology
3. Soils of Michigan
4. Water
5. Pollution
6. Forests
7. Wildlife
8. Parks and Recreation
9. Beauty

INSTRUCTIONAL ACTIVITIES DEFINITION

1. Reading and discussion
2. Films and outside speakers
3. Fieldtrips
4. Brochures
5. Discussion

EVALUATION PROCESSES

1. Reports and questions over units
2. Projects
3. Weekly quizzes
4. Multiple choice and problem tests at the end of each unit

COURSE OUTLINE BY TRI-SEMESTER

1. Introduction - What is Conservation?
2. Basic Michigan Geology
3. Soils and Land use
4. Water-public rights, watersheds
5. Pollution - water, air, thermal
6. Forests of Michigan
7. Wildlife - endangered species, DDT, deer, fish
8. Parks and Recreation in Michigan
9. The Litter Problem
10. Michigan Department of Conservation

Course Title: Conservation
Department : Science

Grade Level : 9-12
Course Number: ________

COURSE OBJECTIVES

1. To produce citizens who realize the problems of our environment.
2. To produce citizens who know how to solve these problems.
3. To produce citizens who know the resources.

COURSE CONTENT

1. Definition of Conservation
2. Basic Michigan Geology
3. Soils of Michigan
4. Water
5. Pollution
6. Forests
7. Wildlife
8. Parks and Recreation
9. Beauty

INSTRUCTIONAL ACTIVITIES DEFINITION

1. Reading and discussion
2. Films and outside speakers
3. Fieldtrips
4. Brochures
5. Discussion

EVALUATION PROCESSES

1. Reports and questions over units.
2. Projects
3. Weekly quizzes
4. Multiple choice and Problem tests at the end of each unit.

COURSE OUTLINE BY TRI-SEMESTER

1. Introduction - What is Conservation?
2. Basic Michigan Geology
3. Soils and Land use
4. Water-public rights, watersheds
5. Pollution - water, air, thermal
6. Forests of Michigan
7. Wildlife - endangered species, DDT, deer, fish
8. Parks and Recreation in Michigan
9. The Litter Problem
10. Michigan Department of Conservation

Course Title: Chemistry
Department: Science
Grade Level: 10th-Advanced and Approval of Algebra I Instructor 11th and 12th
Course Number:

COURSE OBJECTIVES

1. To develop analytical and critical thinking - especially thinking which involves logic and quantitive thinking.
2. To present the basic principles of chemistry as an intellectual discipline.
3. To develop scientifically literate citizens who understand the role of chemistry in our everyday lives.
4. To stimulate interest in chemistry, to identify promising students, and to provide adequate preparation for further scientific studies.

COURSE CONTENT

This course requires good working knowledge of Algebra I and Algebra II or Geometry should be taken concurently. There is great emphasis and depth in theory and applications. Atomic structure, bonding, kinetics, equilibrium, thermochemistry, entrophystoichiometry, organic chemistry and traditional descriptive chemistry are included in the text. There is great emphasis on student laboratory work. The experiments are open-ended, quantitative experiments. A lab fee of $1.00 per semester will be charged.

Chemistry is taught through lecture, demonstration, laboratory and problem-solving sessions. Group work is encouraged. Science Fair affords a balance and variety of techniques. Programmed units are used in REDOX reactions and sterochemistry.

EVALUATION PROCEDURES

Most evaluation is done by the use of standarized tests developed by the author of the book. Essential information is learned by all or no tests given throughout the year. Science Fair and independent work as well as laboratory write-ups are included in the evaluation scheme. Pages covered: 596 of 596 and programmed units and lab book.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. The Science of Chemistry Matter and Its Change
2. The Organization of Chemistry
    - A. Atomic Structure
    - B. Electron Configuration
    - C. Periodic Law
3. Chemical Formulas and Equations
    - A. Chemical Bonds
    - B. Chemical Composition
    - C. Chemical Equations

SECOND
1. Physical Statis of Matter
    - A. Gas Law
    - B. Molecular Composition of Gases
    - C. Solic Liquid-Water
2. Solutions
    - A. The solution process
    - B. Ionization
    - C. Acid-Bases-Salts

THIRD
1. Carbon and its compounds
    - A. Carbon and its oxides
    - B. Hydrocarbon
    - C. Hydrocarbon substitution product
    - D. Sterochemistry
    - E. Natural Organic Compounds
2. Oxidation-reduction reactions
3. Student selection from a choice of digit remaining chapters presentation depends on remaining time.

Course Title: Physics
Department : Science

Grade Level : 11th & 12th
Course Number: ________

COURSE OBJECTIVES

1. Teach scientific method and approach to problems.
2. Teach mathematical analysis of physical phenominia.
3. Prepare for college science corses.

COURSE CONTENT AND DESCRIPTION

1. Basic Skills
2. Motion
3. Dynamics
4. Statics
5. Relativity
6. Work & Energy
7. Heat
8. Waves
9. Electricity
10. Optics

1. Lecture
2. Movies
3. Lab

EVALUATION PROCEDURES

Lab Reports
Unit Tests
Homework

COURSE OUTLINE BY TRI-SEMESTER

First
1. Basic skills
2. Motion
3. Dynamics

SECOND
1. Statics
2. Relativity
3. Work & Energy
4. Heat

THIRD
1. Waves
2. Electricity & Magnetism
3. Optics

LANGUAGE

ARTS

~~131~~ 130

Course Title: Library
Department: Library
Grade Level: Kindergarten
Course Number: ____________

COURSE OBJECTIVES

1. To develop an interest in books.
2. To develop listening habits through use of stories and poetry.
3. To develop an appreciation of illustrations'.
4. For the child to learn and employ rules regarding use of books.
5. For the child to learn and observe the rules of the use of the library.

COURSE CONTENT

The children are taught that the library is a place of quietness in order that all may use it. In the library one looks at books, the pictures especially to find everything possible. It is the place where one learns about the world of books, and of their value. The rules of the care of books are the simple but very necessary rules: always have clean hands, do not drop books but instead carry them carefully with spine down, turn pages from right to left with fingers starting at the top right corner, keep all pencils and crayons away from books so as not to get books dirty, set the book carefully on the table, keep the book away from the body so as not to tear pages, and bring the book back to the library on time.

Instructional activities are: introduction of books by librarian, children telling about favorite stories, children telling each other about rules of library and use of books, Librarian telling stories, and poems both for enjoyment and instructional purposes, bulletin boards-state simple rules or feelings about the library.

EVALUATION PROCEDURES

1. Verbal responses to questions asked by librarian periodically.
2. Observations by librarian.
3. No written tests or worksheets.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Introduction to books and poetry
2. Learning how to handle books
3. Choosing the right book

SECOND
1. Library Procedures
2. Hearing more about good books and poetry

THIRD
1. Library procedures
2. Choosing the right book

Course Title: Language Arts & Reading Readiness Grade Level: Kindergarten
Department : Language Arts

COURSE OBJECTIVES

1. To develop vocabulary necessary for reading by telling original stories, experiences and listening to stories
2. To begin to develop the skills necessary for reading:
   (1) left to right, top to bottom
   (2) development of visual and auditory perception
   (3) good work habits by following directions promptly and carefully
   (4) sensory impressions developed
3. To foster positive attitudes toward learning to read
4. To become familiar with handling and using books
5. To increase each child's language understanding
6. To develop competence in interruptation of ideas
7. To become adept with the use of pencil and paper - interest in writing (manuscript) of name and other letters
8. Recognition of alphabet

COURSE CONTENT AND DESCRIPTION

Reading readiness is taught constantly, not only as a definite subject area but is correlated with all other subject phases of the curriculum. There is a specific language arts reading readiness area also:

1. Conversations and discussion of picture
2. Story telling about ones own picture
3. Listening to stories (read/told)
4. Use of:
   a. dramatization
   b. flannel board
   c. Play-pretense: animal, etc.
5. Listening to "listening records"
6. Looking at library books
7. Visiting the library regularly and learning the care of books
8. Use of Before We Read
   In Before We Read the pupils reading ability is further developed in these ways:
   a. left to right, top to bottom
   b. perceptual development in both visual and auditory areas
   c. sensory impressions
   d. sequence of events
9. Learning poems
10. Selected students are placed on the speech program
11. In addition to the use of a weekly newspaper and Before We Read audio-visual materials are used.
    a. recordings to develop listening skills
    b. use of films and movies for creative stories
    c. use of films and movies which retell stories, fables, etc.
    d. use of opaque projector
    e. other charts

EVALUATION

The students response and active participation and growth in the communication process is observed. The use of accepted language forms in encouraged.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Conversations and discussions of pictures
2. Story telling
3. Listening
4. Dramatizations

SECOND
1. Looking at Books
2. Library Visits
3. Learning poetry
4. Speech program (selected)

THIRD
1. Weekly Newspaper
2. Audio - Visual Material for creativity
3.

Course Title: Reading
Grade Level: Grade 1
Department: Language Arts

COURSE OBJECTIVES

1. To develop skills in phonics and structural analysis
2. To help the child learn what reading is and gain satisfaction in being able to read
3. To develop comprehension
4. To help the child read fluently

COURSE CONTENT AND DESCRIPTION

The reading program in the first grade is based on a basal reader and additional phonics program. Pre-reading activities consist of developing a sight vocabulary through story charts. Phonics program introduces the vowel sounds first. At the Pre-Primer level there are:

1. Three approaches
   a. Auditory
   b. Visual
   c. Verbalization
2. Content
   Final consonants, initial consonants, middle consonants, discrimination between singular and plural. New consonant sounds are added: f-m-d-s-h-p-c-l-b
3. Primer level - First grade level
   a. All previous sounds are reviewed and new ones added: n-g-t-r
   b. Sounds in new positions studied
   c. Blends are introduced: ch-wh-etc.
   d. Contractions are studied
   e. Final consonant substitutions
   f. Root words and suffixes are introduced
   g. Homonyms are introduced
4. Recreational reading
   Library program is continued and new books contribute interest to the reading program. Children are encouraged to read books for fun - stories, poems, recordings. Tapes add interest to the program. Chart stories are used to increase interest in reading other that texts.

EVALUATION

Diagnostic tests from the Basic Reader Series are used to find where help is needed.

Basic Readers used: Scott, Foresman Phonics Program - Economy Series (Tag)

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Chart Stories
2. Phonics Lessons

SECOND
1. Three Pre-Primer Books
2. Phonics Lessons

THIRD
1. Primer Book
2. First Grade Book

Course Title: Library
Department: Library
Grade Level: First Grade

COURSE OBJECTIVE

1. To develop an appreciation of the values of having a library and its contents.
2. To instill a greater appreciation of illustrations and books.
3. To challenge children to read when possible.
4. To help the child recall, remember and observe the rules of the library.
5. To help the child recall, remember and observe the rules of the use of books.
6. To introduce fine literature to the children.

COURSE CONTENT

Review of previous grade. Added rule with regard to care of books is the use of plastic bags to protect books during rain and snow.

During the major proportion of the year the children continue to look at the pictures, grasping the variety of types of pictures. Some however are given very early readers and enjoy the thrill of being able to read a book, not just looking at the pictures.

Instructional activities are: children talk about the books they liked, and why they did not like some, children illustrate favorite stories, Librarians read or tell stories and poems of a fine quality of children, children tell each other about careful use of books and rules of library, simplified book reports by children.

EVALUATION PROCEDURES

1. Verbal responses to questions asked by librarian.
2. Observations by librarian
3. No written tests.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Review of library rules
2. Appreciation of fine illustrations
3. Choosing a good book

SECOND
1. Looking at many books
2. Listening to good stories and poems.
3. Helping in the library

THIRD
1. More about care of books
2. Choosing a book they can read
3. Listening to good stories and poems.

Course Title: English (Listening, Speaking, Writing)
Department : Language Arts

Grade Level Grade 1

COURSE OBJECTIVES

The purpose of teaching language arts is to establish effective communication through language.

COURSE CONTENT AND DESCRIPTION

Listening:

Listening must be taught, it is a way of receiving meanings, it is the foundation of speech. The areas stressed for listening for directions, for the main ideas, for sequence of ideas and for enjoyment.

Speaking:

To improve oral communication we:

A. Stress telling of experiences
B. Develop courtesy and good manners
C. Dramatize stories
D. Engage in role playing
E. Give directions to home, etc.
F. Give directions for doing something
G. Choral speaking of poetry

Writing:

To improve written communication we stress:

A. Proper position of paper
B. Correct way of holding pencil
C. Spacing of letters and words
D. Expressing ideas on paper

Spelling:

To help children learn the words they need to use in writing. To learn phonetic skills necessary to write new words.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Sharing Experiences
2. Listening to Many Stories
3. Listening to Poetry

SECOND

1. Learning to write A B C's
2. Describing Events
3. Writing Sentence Stories

THIRD

1. Writing a Story Together
2. Illustrating Their Own Story
3. Writing a Thank You Note
4. Writing an Invitation

Course Title: Reading
Department : Language Art
Grade Level: Second Grade

COURSE OBJECTIVES

1. To develop competence in the ability to read with understanding, to enhance enjoyment.
2. To widen interests.
3. To enrich experiences.
4. To stimulate imagination.
5. To develop comprehension.
6. To help the child read fluently.

COURSE CONTENT

The reading program in the second grade includes a basal reader consisting of two books with two phonics books. Supplementary books are used to enrich and improve reading:

1. Skills
2. Abilities and Understandings developed
3. Interpretation
4. Grasping the main idea
5. Recalling details
6. Drawing conclusions
7. Emotional reactions
8. Word perception
9. Perceiving relationships between spoken and written language
10. Strengthening memory of word forms, using clues to meaning
11. Developing ability in phonetic analysis, consonant sounds and letters, vowel sound and letters
12. Developing phonetic understandings
13. Developing ability in structural analysis, compounds, root words, contractions

Instructional activities are: Reading classes, individual reading is encouraged, tape recording of childrens reading develops interest, preparing a story to read to the class gives a purpose for reading. Use of charts and captions on bulletin board give other opportunities for reading.

EVALUATION

The diagnostic test that accompanies the basic reading series is given at the end of the first level, second grade and at the end of the second level to find how well the child is reading, where he needs help. Informal oral tests are given on basic word lists.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Review of first grade material through the use of a supplementary reader.
2. Use of level one, grade two, phonics books.

SECOND
1. Use of basic book two, level one.
2. Library books for individual reading.

THIRD
1. Use of level two, grade two, phonics books.
2. Use of basic book two, level two.
3. Supplementary books for enrichment and improvement.

Course Title: Library Grade Level 2nd Grade
Department: Language Arts

COURSE OBJECTIVES

1. To provide recreational reading for the children - books on particular levles of reading.
2. To introduce fine literature to the children.
3. To help them learn how to look for a book by themselves, what to look for, where it is etc.
4. To recall rules of library and books, to learn new rules with regards to finding and obtaining a book on their own.

COURSE CONTENT & DESCRIPTION.

Review of previous materials.

During the second grade, the children begin to go to the shelves and get their own books. Care is taught with regards to finding and getting these books. A book is not yanked onto or off the shelf, but carefully removed and replaced on the shelf. When books fall on the shelves, they are carefully put back in place. The **child** is careful to remember where he found the book so he can put it back in the correct place if he decides not to keep it. The child is to look for a book that he can read and one that other can read to him. The librarian, therefore, becomes an aid to the classroom and child.

INSTRUCTIONAL ACTIVITIES DEFINITION:

Poems and stories read or told by librarian.

Children illustrat poems, stories to be placed in library for others to see.

Demonstrations by children showing each other proper ways of handling books and of obtaining their own books from the shelf.

Children telling each other about favorite books.

Simplified book reports by children.

STUDENT EVALUATION PROCEDURES & TESTS

Verbal responses to questions asked by librarian.

Observations by librarian

No written work.

COURSE OUTLINE BY TRI-SEMESTER

First

a. Choosing books
b. Helping in the library
c. Illustrating stories.
d. Taking care of books

Second

a. Recommending a book to others.
b. Poems and stories read by librarian.
c. Reading for fun
d. Reading to find out something.

Third

a. Illustrating stories
b. Poems and stories by librarian
c. Simple book reports

Course Title: Library
Department: Library
Grade Level: Second Grade

COURSE OBJECTIVE

1. To provide recreational reading for the children - books on their particular levels of reading.
2. To introduce fine literature to the children.
3. To help them learn how to look for a book by themselves, what to look for, where it is and etc.
4. To recall rules of library and books. To learn new rules with regard to finding and obtaining a book on their own.

COURSE CONTENT

Review of previous materials. During the second grade, the children begin to go to the shelves and get their own books. Care is taught with regard to finding and getting these books. A book is not yanked onto or off the shelf, but carefully removed and replaced on the shelf when books fall on the shelves, they are carefully put back in place. The child is careful to remember where he found the book, so he can put it back in the correct place if he decides not to keep it,the child is to look for a book that he can read and one that others can read to him. The librarian, therefore, becomes an aid to the children as they search for a book. As they check out books the librarian checks to see if they find a book on their reading level. The children are introduced to non-fiction materials the librarian has placed on the shelves as an added challange and as added interest to the children.

Instructional activities are: Poems and stories read or told by librarian, children illustrate poems, stories to be placed in library for others to see, demonstrations by children showing each other proper ways of handling books and of obtaining their own books from the shelf, children telling each other about favorite books, simplified book reports by children.

EVALUATION PROCEDURES

1. Verbal responses to questions asked by librarian
2. Observations by librarian
3. No written work

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Choosing books
2. Helping in the library
3. Illustrating stories
4. Taking care of books

SECOND
1. Recommending a book to others
2. Poems and stories read by librarian
3. Reading for fun
4. Reading to find something out

THIRD
1. Illustrating stories
2. Poems and stories by librarian
3. Simple book reports

Course Title: Spelling
Department : Language Arts
Grade Level: Grade 2

COURSE OBJECTIVES

1. To help children learn to spell the basic words that have meaning for them, and that they'll need in their writing experiences.
2. To give practical experience with hearing, speaking, reading and writing these basic words.
3. To teach an understanding of word structure, so the child will be able to independently spell a wide range of words.
4. To aid children in developing Dictionary Readiness and Skills
5. In all, to contribute to a child means of communication by increasing his speaking and writing vocabulary.

COURSE CONTENT AND DESCRIPTION

1. All words in the basic word list are presented in Unit spelling lists, weekly. These words are introduced in interesting and meaningful contexts, usually by reading a story containing the New Words.
   We acquaint pupils with the correct pronunciation, the visual appearance, and the meanings of the New Words.
2. Each Unit has excercises providing functional use of the New Words. Sometimes filling in missing words in sentences, or perhaps working out a word puzzle. Sometimes suggestions for Independent Writing using the New Words, or a Choral Reading experience.
3. We try to teach children an effective way to learn to spell a word by using both phonetic skill and word-analysis skills.
   Phonetic skills: To recognize the sounds in a word and to associate them with the appropriate letter symbols.
   Word-analysis skills: Children learn many words are make up of "root" words with added elements.
4. We encourage children in developing spelling independence by learning to use a dictionary. We teach Dictionary Readiness and Dictionary Skills such as:
   a. Alphabet
   b. Alphabetical order
   c. Meanings, (more than one meaning: shades of meaning)
   d. Synonyms, homonyms, and antonyms
5. We try to foster English-Language skills common to spelling.
   a. Capitalization, in sentences and using the pronoun I.
   b. PUNCTUATION, using the period in sentences,
   c. SYNONYMS, HOMONYMS, and ANTONYMS
   d. Correct form etc. manuscript writing

EVALUATION

We spend approximately fifteen minutes a day on our Spelling lesson. The children are given a Trial test on their weekly Word List on Wednesdays, and a Final Test on Fridays. In addition, we sometimes play games, have spell downs or a spelling relay. Evaluation made also on correct spelling in daily work.

Course Title: Library
Department: Library
Grade Level: Third Grade

COURSE OBJECTIVE

1. For the children to understand the library contains books, magazines, pamphlets and etc. where they can go to obtain answers to their questions. The care of each medium in usage.
2. To learn respect for others who are using the library.
3. Further appreciation of fine literature.
4. To teach the different kinds of books.
5. For the children to be more aware of finding a book that is suitable and challenging and knowing where to find these books.
6. Understanding of the parts of a book and an appreciation of how a book is made.

COURSE CONTENT

Review of previous grades. The library contains pamphlets, pictures, magazines, filmstrips and records as well as books. The children learn how to use these materials, how to check them out. Books are not the only place one learns about things. The children learn that the library is a place to get the answers to questions they have no matter how small or how big and with or without the help of the teacher or librarian. The children are encouraged to come to library to find answers to his questions on something the class may be discussing. The children learn that fiction books are stories that are not true, nonfiction books are factual, biographies are books about a person written by another person, and autobiographies are books written by oneself about oneself.) They learn where these three types of books are to be located. They learn that the authors names found at least three different places in the book, title page, card and pocket. The title page and its contents, and indexes, table of contents are parts of a book they learn to know and use.

Instructional activities are: Children illustrate favorite story or poem, librarian reads fine literature to the children, librarian helps child select book expecially for him with regard to interest and reading ability, to help with library work, checking out books, straightening shelves etc., class discussions, team games, asking child, when inquiring about book, what kind it is, fiction, nonfiction, and etc.

EVALUATION PROCEDURES

1. Verbal responses to questions asked by librarian
2. Observations by librarian
3. No written work

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Review of rules learned previously
2. Learning to check out books
3. Learning where books go on shelves by classes
4. Games to help us learn about the library

SECOND
1. Short book recommendations
2. Illustrating stories or poems
3. Hearing fine stories read by librarian
4. Helping with library week

THIRD
1. Choosing books for classroom library
2. Choosing books for a unit
3. Simple book reviews

Course Title: Reading
Department : Language Art
Grade Level: Grade 3

COURSE OBJECTIVES

1. To use a phonics basis
2. To have an initial sight vocabulary
3. Become aware of interaction between vocal and graphic symbols
4. To read for meaning. To become aware of basic sentence patterns
5. To develop reading comprehension. To begin master skills of critical reading

COURSE CONTENT AND DESCRIPTION

I. In Reading in the third grade we continue to:
    A. Develop growth in comprehension of the meaning of words, phrases and sentences in relation to context
    B. Interpret and summarize ideas
    C. Draw conclusions
    D. Read to grasp the main idea
    E. Further develop pupil independence in word attack skills and word perception
    F. Learn to use a glossary
    G. Learn new dictionary skills
        Learn pronunciation symbols
        Learn to pronounce words
        Learn to use key meanings

II. Phonics
    Increased knowledge in phonics is applied in attacking new words Development of vowel sounds, word forms, context clues, dividing words into syllables, and accenting words.

Instructional activities:

Many of the following are used with the students to motivate interest in reading as well as daily reading and discussion

- A. Dramatizing the story
- B. Use of puppets
- C. Choral reading
- D. Creative writing of story from their reading
- E. Making a movie to show with another grade
- F. Recording a story on tape

Materials used:

Roads to Follow	Scott Foresman
More Roads to Follow	Scott Foresman

SRA Reading Lab Materials
Phonics Materials "Tag" books
Economy series

EVALUATION

Diagnostic reading tests that are given as student finishes each level. Oral tests are administered by teacher.

COURSE OUTLINED BY TERM

Children move as they are able. They begin reading where tests show they can have success whatever grade level, - move on as they are capable. Roughly the top and average groups read:

Course Title: Spelling Grade Level: Grade 3
Department : Language Arts

COURSE OBJECTIVES

1. To transfer and apply spelling skills to all written work.
2. To use phonics to learn words and to mark the vowels.
3. To develop spelling experiences.
4. To build sentences with words.
5. To learn meanings for words.
6. To use the dictionary.
7. To use our spelling skills in an occasional spelldown.

COURSE CONTENT

Course is based on a basic word list in text. These words have been chosen: because research has shown they are onew children need in their writing, all spelling words are within the reading comprehension of the childrens of this age, words are introduced in a meaningful setting. The list is divided into (36) units.

Instructional activities are: Child is introduced to new words in a meaningful paragraph and group discussion. He learns to use the words in sentence and works with meanings, he takes a final test . . . spelling games and occasional spelldowns using the review list add motavation to learning to spell.

EVALUATION

Teacher tests and unit tests from book evaluate how well child is learning a list. Checking of daily writing in English, Social Studies, etc. show how well he is really learning to spell.

COURSE OUTLINE BY TRI-SEMESTER

First
1. Units 1-12

Second
1. Units 13-24

Third
1. Units 25-36

Course Title: Penmanship
Department: Language Arts
Grade Level: Grade 3

COURSE OBJECTIVES

1. To help child make the transition from manuscript writing to cursive writing with ease
2. To develop proper requirements of writing so as to promote legibility and neatness

COURSE CONTENT AND DESCRIPTION

The following is a brief outline of penmanship in grade three. Each letter or similar letters are studied separately and practiced.

- I. Manuscript printing (first month)
  - A. Strengthen and reinforce manuscript printing skills
- II. Introduce cursive writing
- III. Skills and attitudes to be stressed
  - A. Proper practice and drill
  - B. Correct formation of letters
  - C. Proper slant
  - D. Good posture
  - E. Self appraisal of work
  - F. Use of proper letter forms in all written work

INSTRUCTIONAL ACTIVITIES

A basic workbook is used - Zaner Bloser transitional for grade three.

Opaque projector is used to show good writing - poor writing samples. Overhead projector is used to show correct forms as well as blackboard. Give individual help to left handed writers. Use of frame for hand position for those who need specific help.

Several good films and filmstrips are available to improve writing interest.

EVALUATION

Children's daily writing is checked carefully by the teacher for help in determining which letters need additional study by the class. Writing of letters to parents - invitations to others - is a good evaluation procedure of how well the student is writing.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Review of manuscript writing
2. Transition to cursive writing

SECOND
1. Study of each letter of the alphabet - capital and small
2. Practice on uniformity

THIRD
1. Practice on neatness

Grade Level; Grade 3

Course Title: English
Department : Language Arts

COURSE OBJECTIVES

1. To read with comprehension, understanding and critical thought
2. To write with clarity and effectiveness
3. To understand the structure of the English language
4. To speak with clarity and effectiveness
5. To listen with attention and critical understanding
6. To think logically and critically
7. To learn from, enjoy, appreciate, and evaluate the mass media

COURSE CONTENT AND DESCRIPTION

- I. Oral Experiences
    - A. Introducing friends
    - B. Sharing books they have read
    - C. Using tape recorder to listen to themselves
    - D. Dramatizations
    - E. Speaking poetry
- II. Written Expression
    - A. Friendly letters
    - B. Thank you notes
    - C. Invitations
    - D. Descriptions
    - E. Creative stories
    - F. Creative poetry
- III. English Usage
    - A. Good sentence sense
        - 1. Structure of sentence - phrase
        - 2. Using the word as a symbol - word order
    - B. Capitalization, question marks, commas
    - C. Words of opposite meaning
    - D. Alphabetical order
    - E. Contractions
    - F. Abbreviations
    - G. Learn nouns or name words
      Learn verbs or action words
    - H. Simple use of dictionary
- IV. Library use

Instructional activities defined:

The children are encouraged to write stories, letters, reports, to share with others. Many opportunities are offered for children to talk to their own group. Librarian introduces children to stories, poetry, classroom teacher reads stories of excellence - exposes children to many good books on the library table. Records and tapes can be used to provide good literature also.

EVALUATION

Teacher tests are used, ability to write thoughts on paper through stories or reports is used to evaluate student growth. Ability of student to stand up before his group or other groups and convey a message is a test of his growth. Many opportunities are given for both written and oral expression. New text - "Language and How to Use It" Scott Foresman - adopted in Grade 4 Grade 3 next year.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Introducing friends
2. Sharing books
3. Using tape recorder to listen to themselves
4. Writing an invitation
5. Writing thank you notes
6. Creative stories

SECOND

1. Learning to use alphabetical order
2. Capitalization, question marks, commas
3. Sentences
4. Dramatizations
5. Speaking poetry
6. Writing a friendly letter

THIRD

1. Creative stories and poetry
2. Learn nouns or name words
3. Learn about verbs or action words
4. Using the dictionary
5. Using the library

Course Title: Reading
Department : Language Arts
Grade Level: Grade 4

COURSE OBJECTIVES
1. To develop fundamental language understandings
2. To develop fundamental reading abilities and skills

COURSE CONTENT AND DESCRIPTION

A. Reading skills to be developed:
   1. Word recognition skills
   2. Skills in obtaining word meanings - dictionary skills
   3. Comprehension and interpretation skills
   4. Skill in reading silently at suitable speed
   5. Oral reading skills in real reading situations
      Use of choral reading to improve expression
B. Skill in the use of books
   1. Reference materials
      Encyclopedias
      Scientific magazines
      Historical material
      Biographical material
C. Promote love of literature
   1. Develop enjoyment of poetry
   2. Promote good taste in books
      a. Visit Library often
      b. Share book talks
      c. Teacher reading of good books
      d. Building their own library
      e. Learning to enjoy short stories

Materials used:

A. Scott Foresman
   1. Just Imagine
   2. Times and Places
   3. More Times and Places
   4. Ventures
B. Ginn Basic Readers
C. Science Research Labratories
   Individual reading

Instructional Activities: Among the extra activities are use of films, filmstrips, records, and tape recordings of children reading, and use of prepared tapes. Children plan dramatizations to show to other third grades or simple ones to show they understand the story.

EVALUATION Childrens progress is measured through Diagnostic tests provided with the basal series to be given at the completion of each level of work.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

A. Review material
   1. Supplementary books to determine level
B. Basic text
   1. Fourth grade
C. Individual reading
   1. Supplementary and library books.

SECOND

A. Remedial help if needed
B. Basic text
   1. Fourth grade
C. Individual reading
   1. Library

THIRD

A. Supplementary books
B. Remedial help if needed

Course Title: Handwriting
Department : Language Arts

Grade Level: Grade 4

COURSE OBJECTIVES

1. To develop the attitude that legible handwriting is important
2. To develop skills that will insure good writing

COURSE CONTENT AND DESCRIPTION

A. Complete review of letter forms
B. Practice in good penmanship
   1. Using correct forms
   2. Working for uniformity in writing, spacing between words, size of letters
   3. Using good posture
   4. Working for good handwriting in spelling, English, and other assignments

Instructional Activities

I. Use of filmstrips showing how to improve penmanship
II. Checking samples of writing against grade scale in penmanship book at least once a growth:
   Student should mark areas where they have improved, where they need help. Each student should work on his own problem - letter formation, uniformity
III. Having a special bulletin board for writing activities
IV. Trading a set of papers (no names) with another fourth grade class. Criticism of papers by students. Meaning of constructive criticism.
V. Much emphasis on good writing in subject areas, including arithmetic.
   Time must be allowed for correct and careful writing - expecially in spelling.

EVALUATION

Checking samples of writing against grade scale in their penmanship book. Evaluation of letter forms used in other lessons

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Complete review of letter forms
2. Working for uniformity
   A. Neatness

SECOND
1. Using good posture
2. Practice in good penmanship

THIRD
1. Working for good handwriting in spelling, English, and other assignments

Course Title: English Grade Level: Grade 4
Department: Language Arts

COURSE OBJECTIVES

1. To be able to express oneself orally in all areas so that one can be understood
2. To be able to express oneself clearly in all written areas
3. To learn proper word usage, appropriateness to the situation, and correctness
4. To use proper punctuation and to know why it is important to understanding
5. To learn something of the history of the English language

COURSE CONTENT AND DESCRIPTION

Study of English in fourth grade includes the following areas:

I. History of Our Language
II. Oral Expression
   A. Reporting to the class
      1. Books read
      2. Activities carried on
      3. Directions for doing something
   B. Class discussion with student leaders
      1. Class meetings
      2. Planning activities
      3. Evaluating activities
   C. Dramatization
   D. Choral Reading
   E. Introducing others
   F. Extending oral invitations
III. Written Expression
   A. Book Reviews
   B. Letters
      1. Thank you notes
      2. Invitations
      3. Requests for information
   C. Writing Poetry
      try various forms as
      1. Haiku
      2. Cinquain
   D. Writing Stories
      1. From pictures
      2. From a given introductory sentence
      3. Listening to a problem situation and writing a solution
      4. Creative stories
   E. Writing Research Reports
IV. English Usage
   A. Sentence Structure
   B. Parts of a sentence:
      verbs, nouns, pronouns, adverbs, adjectives
   C. Capitalization
   D. Punctuation

Instructional Activities - Every attempt to make the English activities a part of the whole day and good English oral and written a part of every other class. Many instructional activities include use of the tape recorder, for recording childrens voices, choral reading, poetry - Disc recordings and films are used to bring good literature, stories and poems to the children. Much use is made of recreational reading from the library.

EVALUATION

Evaluation is made through childrens ability to prepare a written report, or give one orally. Teacher tests are also given at the end of a unit study.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. History of our language
2. Reporting to the class
    A. Dramatization
3. Planning activities as a group
4. Giving oral directions
5. Parts of a sentence
    A. verbs
    B. nouns

SECOND

1 1. Capitalization and punctuation
2. Class discussion with student leaders
3. Writing poetry
    A. haiku
    B. cinquains
4. Choral discussion

THIRD
1. Writing letters
    A. friendly
    B. requesting information
2. Making a newspaper
3. Sentence Structure
4. Parts of a sentence
    A. pronouns
    B. adjectives
    C. adverbs

Course Title: Library　　Grade Level: Fourth Grade

Department: Library

COURSE OBJECTIVE

1. To teach respect and appreciation of the library and its contents
2. To teach how to care for a new book and getting it ready for the shelf
3. To develop an interest and promote the use of the other mediums of materials in the library
4. To teach the Dewey Decimal System on a simplified basis
5. To encourage reading during leisure time
6. To challenge children with good literature
7. To teach the parts of the book and how a book is made
8. To teach the use of the card file

COURSE CONTENT

Review of previous grades. Different mediums are presented with their characteristics and the care of each is explained. Records are handled with care and cleaned. Magazines have a special place in the classroom to protect them. The first schedule of the Dewey Decimal System involves learning what subjects are included in each 100 group. Parts of the book include title page, context, indexes, table of contents, glossaries, etc. The card catalog includes subject, author and title cards which the students learn to recognize. Also, they learn to determine where to locate the book as denoted in upper left hand corner of the catalog card. Some practice with obtaining bibliographic information might be possible also. Talks about the great writers could challenge the better readers to appreciate good literature.

Instructional activities are: Children act as Librarian by stamping out books, children act as librarian by choosing books for the room, children dramatize story to another group, class discussions, team games, librarian telling child author or Dewey number of book, rather than what shelf the book is on, ask the child to use the card catalog to answer his question, posters and bulletin boards

EVALUATION PROCEDURES

1. Verbal questions asked by librarian
2. Observations by librarian
3. Occasional worksheet

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Review of previous grades
2. Study of records and their care
3. Study of magazines and their care
4. Study of the Dewey System

SECOND
1. Use of classes to find books
2. Learning about the card catalog
3. Using the Dewey System to locate books

THIRD
1. Using the card catalog
2. Parts of a book - where to find the title, author, publisher
3. Worksheets

Course Title: Spelling
Department : Language Arts

Grade Level: Grade 4

COURSE OBJECTIVES

1. To stimulate pupils to add useful and interesting words to their spelling and writing vocabulary
2. To develop an awareness of the need for accurate spelling
3. To develop dictionary skills
4. To develop English language skills common to spelling

COURSE CONTENT AND DESCRIPTION

I. Choosing a standardized list of words (or basic text)
    A. A basic spelling list is desirable even though spelling may be learned incidently and some words for systematic study may be selected from current needs.
II. Learning to study a word
    Teaching children an effective method of study is basic to successful spelling
    A. Approach - a good approach involves use, meaning, and pronunciation
    B. Steps in learning to spell-imagery, recall, writing the word, spelling the word
    C. Use of the word in writing - using the words correctly in all writing should be emphasized
III, Procedure in Spelling
    A. Introduction of words - test - teach - study - test Plan extra study on words missed
    B. Well planned reviews make learning of spelling permanent
    C. Proof-reading of all written work is important
    D. Column spelling tests are less effective than dictated sentences. The real test of spelling is the ability to spell correctly when expressing thoughts
IV. Spelling Games - Spelldowns
    Give variety in use of words
    Motivate learning
V. Dictionary - Relays;
    alphabetizing, understanding of use
VI. Thesaurus - antonyms, synonyms

Instructional Activities

Children are urged to keep a personal list of words hard for them to spell. Spelling games and spell downs add interest to learning words. The children are encouraged to use correct spelling in everyday writing.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Units 1 - 8

SECOND
1. Units 9 - 17

THIRD
1. Units 18 - 26

Course Title: Reading - Second Semester Grade Level: 5th Grade
Department: Language Arts

COURSE OBJECTIVES

1. To help the student have command of the English language both written and spoken to the extent that he can communicate effectively with others and think clearly and sensibly about his problems.
2. To develop through language arts attitudes and values that will help the student to live a happy productive life in a democratic society.
3. To provide opportunities to appreciate literature as a means of self-enjoyment.

COURSE CONTENT DESCRIPTION

The fifth grade reading program continues and extends skills taught at the level of the individual student. Skills re-taught, extended, or developed are:

1. To introduce and add new words to the reading vocabulary
2. To develop concepts which relate to world understanding of people, places, and ideas
3. To increase word recognition ability through the use of context clues and phonetic and structural analysis
4. To extend word meanings through practice in selecting antonyms, homonyms, and synonyms for new and familiar words, and through practice in using descriptive words and phrases
5. To increase reading comprehension through experiences in classifying and contrasting, generalizing, making inference, interpreting feelings, perceiving relationships, skimming, outlining, and summarizing
6. To develop such study skills as the ability to use the dictionary, encyclopedia, library, timetables, maps, etc.
7. To develop skill in oral reading as means of enjoyment in an audience situation

Such activities as audience reading, dramatization, taperecording, oral and written interpretations, choral reading, teamwork, films, filmstrips, and records will offer meaningful reading experiences.

EVALUATION PROCEDURES

An analysis of the reading performance of all pupils is desirable. It is highly recommended that each student be given a diagnostic reading test before he advances to a new instructional level. The diagnostic test should include: word-recognition skills, accuracy in oral reading, comprehension of material read orally and silently, and recall of material read orally and silently. The diagnostic test along with standardized tests, informal teacher-made tests, teacher observations of reading behavior, and records of books read make a complete evaluation program of the individual student.

Self-evaluation is valuable. The student answers the "What I have done very well and what I need to improve" type of test.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
- A. Test
- B. Reading level determined
- C. All skills are introduced

SECOND
- A. Informal tests if child seems to have made progress to advance to a new reading level
- B. Test

THIRD
- A. Instructional reading level determined
- B. Skills continued and extended

Course Title: Penmanship
Department : Language Arts
Grade Level: 5th Grade

COURSE OBJECTIVES

1. To help the student have command of the English language both written and spoken to the extent that he can communicate effectively with others and think clearly and sensibly about his problems.
2. To develop through language arts attitudes and values that will help the student to live a happy productive life in a democratic society.
3. To provide opportunities to appreciate literature as a means of self-enjoyment.

COURSE CONTENT DESCRIPTION

Development of habits of neatness and legibility in all written work is continuous throughout the school year. Direct effort is made to help the child to understand that the purpose of writing legibly and arranging written work neatly on paper is to make the reading of his work an easy and pleasant experience. Individual differences in the achievement of correct letter formation are to be expected.

Use filmstrips for capitals and small letters to improve writing. The school has two filmstrips. The AV Center has a good film on improving penmanship.

EVALUATION PROCEDURES

Teacher - pupil evaluation is made almost daily of how well the student is making his penmanship neat and legible in daily written work.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
- A. Letter form
    - 1. Small
    - 2. Capital
- B. Daily check on legibility and neatness

SECOND
- A. Letter form
    - 1. Small
    - 2. Capital

THIRD
- A. Daily check on legibility and neatness

Course Title: Spelling　　Grade Level: 5th Grade
Department: Language Arts

COURSE OBJECTIVES

1. To help the student have command of the English language both written and spoken to the extent that he can communicate effectively with others and think clearly and sensibly about his problems.
2. To develop through language arts attitudes and values that will help the student to live a happy productive life in a democratic society.
3. To provide opportunities to appreciate literature as a means of self-enjoyment.

COURSE CONTENT DESCRIPTION

The spelling words are within the reading comprehension of the student. Word lists are meaningful in realistic contexts -- hearing, speaking, reading, and writing.

The basic list of words needed in all writing is included for mastery by each student. Dr. James Fitzgerald's 222 basic words list is a good list for the teacher to use to learn the specific spelling needs of the individual child.

Frequent proofreading exercises establishes the habit of checking the spelling accuracy in written work. Words frequently misspelled by the group and by individual students should be studied by the group or individual. Interest in words is stimulated by games, puzzles, riddles, brief histories, etc.

EVALUATION PROCEDURES

The student proofreads and corrects misspelled words. Frequently, the teacher and student go over written work by the student to find errors that are not recognized by the student. A test of spelling mastery is noted by how well the child is spelling correctly in written work other than the special time set aside for spelling as a special subject.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
- A. Mastery of Fitzgerald's 222 basic word list
- B. Individual lists from daily written work

SECOND
- A. First 18 units from basic spelling text for those who do not have lists in number one or two.
- B. Continue number one and two

THIRD
- A. Units 19-36 from basic spelling text for those who do not have lists in numbers one or two

Course Title: English Grade Level: 5th Grade
Department : Language Arts

COURSE OBJECTIVES

1. To help the student have command of the English language both written and spoken to the extent that he can communicate effectively with others and think clearly and sensibly about his problems.
2. To develop through language arts attitudes and values that will help the student to live a happy productive life in a democratic society.
3. To provide opportunities to appreciate literature as a means of self-enjoyment.

COURSE CONTENT DESCRIPTION

The English program provides for oral and written expression, development of skills, and creative ability.

Each student has experiences with varying amounts of success in talking with others; making reports; writing letters; writing and telling stories (creative composition, joke, anecdote, fable, opinion, etc.); giving descriptions, directions, and explanations; and giving reviews about a book, movie, play, etc.

Basic skills are taught as they are needed with each activity.

The AV Center has many filmstrips, movies, and records for enrichment.

EVALUATION PROCEDURES

The student is encouraged to proof-read and revise his own written work. Also, the child is responsible for helping to build standards for judging performance of himself and the class.

Usually it is desirable to give a test after a student has had considerable experience with a new skill. The test may be either teacher-made or one available with the basic text that is used.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
- A. Sharing ideas
  - 1. Discussion
- B. Making Reports
- C. Enjoying stories and poems

SECOND
- A. Writing letters
- B. Being polite to others
  - 1. Introductions
  - 2. Telephone conversation
- C. Writing longer reports

THIRD
- A. Writing business letters
- B. Writing descriptions and directions
- C. Reviewing books and programs

Course Title: English
Department: Language Arts
Grade Level: 6th Grade
Course Number: ______________

COURSE OBJECTIVES

To help pupils become happy, creative, and proficient in the use of written and spoken English.

COURSE CONTENT & DESCRIPTION

A. Language Basics:
   1. Parts of speech
   2. Sentence structure
   3. Punctuation
   4. Paragraph structure
   5. Word usage and meanings--using the dictionary
   6. Making outlines
   7. Using reference materials
   8. Writing bibliographies
   9. Note taking and organizing reports
   10. Learning to take dictation

B. Creative Writing
   1. Stories
   2. Newspaper
   3. Plays
   4. Themes
   5. Biographies
   6. Poetry
   7. Letters

C. Oral Language
   1. Choral speaking
   2. Poetry
   3. Discussions and debates
   4. Plays
   5. Story-telling
   6. Reports
   7. Impromptu speeches
   8. Talks--giving direction-How-to-Do-it, etc
   9. Radio nnd TV news reporting, in classroom situations
   10. Announcing and entertaining over PA system
   11. Use of tape recorder

EVALUATION PROCEDURES

Evaluation is possible for both students and teacher through use of checkup assignments from the textbook that check up on how well the students have grasped a particular activity or assignment. Further tests may be given, either ones made by the teacher or ones available with the basic text.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
   A. Discussions
   B. Reports
   C. Stories and poems

SECOND
   A. Social letters
   B. Being polite to others
   C. Longer reports

THIRD
   A. Business letters
   B. Book reviews

Course Title: Spelling Grade Level: 6th Grade
Department : Language Arts

COURSE OBJECTIVES

To help pupils become happy, creative, and proficient in the use of written and spoken English.

COURSE CONTENT & DESCRIPTION

A. Continue to study basic spelling rules
B. Make spelling relevant to the present needs of pupils, rather than simply mastering an assigned list.
C. Activities:
   1. Make friends with the dictionary
   2. Help pupils become independent in learning and using new words.
   3. Give much dictation
   4. Insist upon careful spelling in all written work
   5. Keep a personal list of "Words I need to study".
   6. Children should master Dolch's list of 200 basic words
   7. Some time test pupils on a standard third grade list, then use the list for further study.

EVALUATION PROCEDURES

Proofreading and correction of misspelled words are done by the student in his daily work. The test of how a student does in this class is not just limited to how well a child masters an assigned list, but rather a combination of the class itself and a carry over in his other subjects.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. First 18 units from the basic spelling test
2. Words from daily work added to a list of regular spelling words.

SECOND
1. Slower learners may use abbreviated lists, while some students may be accelerated into finishing the basic lists sooner and moving on to higher grade level lists.
2. Continuation of 2 and 3 from First Semester

THIRD
1. Units 19 - 36 from the basic text for those on non-accelerated course.

Course Title: Penmanship
Department: Language Arts

Grade Level: 6th Grade
Course Number: ________

COURSE OBJECTIVES

To help pupils become happy, creative and proficient in the use of written and spoken English.

COURSE CONTENT & DESCRIPTION

A. Allow for the fact of sixth grader's clumsiness, but insist on their very best penmanship in all papers, remember, too, that writing becomes careless as ideas flow freely, so that writing cannot keep up with them.

B. Let a pupil develop his own individuality as long as the writing is neat and legible.

C. Set correct standards of posture, pencil holding, and movement

D. Activities:
Use of two film strips, one on capitals, one on small letters. School owns. Use of film from Audio Visual center on how to improve your writing. Use of writing assignments from writing textbook so as to have periodic checks on the students penmanship.

EVALUATION PROCEDURES

Daily work is checked as to neatness and legibility, plus weekly work from penmanship textbook is assigned, so as to show each student where he can improve his penmanship.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Work assigned from penmanship book each week
2. Daily check on legibility and neatness

SECOND
1. Work assigned from penmanship book each week

THIRD
1. Daily check on legibility and neatness

Course Title: Reading
Department: Language Arts
Grade Level: 6th Grade
Course Number: ____

COURSE OBJECTIVES

To help pupils become happy, creative, and proficient in the use of written and spoken English.

COURSE CONTENT & DESCRIPTION

A. Taking each child where he is, give him the necessary tools to make reading a joy and an increasing accomplishment.
   1. Do not be a slave to the basic text
   2. Urge wide reading experiences
   3. Teach pupils how to scan for materials
   4. Learn to use and enjoy the library
   5. Free the proficient readers to individual programs, just as you free slow readers to read at their own rate.
   6. Make book reports interesting
      illustrate parts
      dramatize parts
      read short sections
      tell about the author
      learn to tell about the book without telling the whole story.
   7. Continue to work on increasing vocabulary.
      (Our tests show that children in the fifth and sixth grades do not know meanings of many relatively common words.)

B. Make reading a varied experience
   1. Dramatize
   2. Keep oral reading vital and varied

EVALUATION PROCEDURES

Diagnostic tests, plus standardized tests, teacher made tests, observations of individuals reading behavior, plus other different methods used by the classroom teacher all add up to an evaluation of each individual student. In addition, if the SRA reading lab is used, each student uses self evaluation.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Testing - reading levels determined
2. Putting students on group and individualized programs.
3. Introduction of skills

SECOND
1. Advancement of child to different level or program in ready
2. Use of SRA Reading Lab during part of the semester

THIRD
1. Continued use of skills
2. Continuation of individual and group programs.

Course Title: English
Department: English

Grade Level: 7th Grade
Course Number:________

COURSE OBJECTIVES

1. To learn to be a good listener
2. To express ideas and thoughts orally and in writing
3. To broaden background of formal grammar and mechanics such as spelling, capitalization, and punctuation
4. To locate materials for research and pleasure reading
5. To encourage a lifetime habit of reading for pleasure

COURSE CONTENT

Units to get experiences in all aspects of the communicative skills. Students will have many experiences in listening and speaking, reporting, telling, and receiving directions. Formal exercises and writing assignments will provide for mechanics of writing, spelling, vocabulary, grammar usage, and penmanship. Students keep a journal for further practice in self expression.

Class discussions, talks, oral reporting, summarizing, relating news items, letter writing, book reports, outlining, and autobiography, themes, practice exercises, spelling list. Small group activities, large group activities, films, film strips, records.

EVALUATION PROCEDURES

Students are graded on daily practice lessons, quizzes, chapter tests and unit tests. Compositions are graded on neatness, content, and mechanics.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Listening and speaking
2. The Sentence: Kinds, parts, patterns
3. Using the library
4. The autobiography
5. Punctuation, capitalization
6. Spelling rules, spelling list, weekly

SECOND

1. Spelling
2. Verbs
3. Nouns, pronouns
4. Modifiers
5. Case of pronouns
6. Stories, writing, telling

THIRD

1. Spelling
2. Subject-verb agreement
3. Dictionary use
4. Reporting, oral and written
5. Letter writing
6. Research paper

Course Title: English Grade Level : 7th
Department : English Course Number: ____

COURSE OBJECTIVES

1. To learn to be a good listener
2. To express ideas and thoughts orally and in writing
3. To broaded background of formal grammar and mechanics such as spelling, capitalization, and puctuation
4. To locate materials for research and pleasure reading
5. To encourage a lifetime habit of reading for pleasure

COURSE CONTENT

Units to get experiences in all aspects of the communicative skills. Students will have many experiences in listening and speaking, reporting, telling, and receiving directions. Formal exercises and writing assignments will provide for mechanics of writing, spelling, vocabulary, grammar usage, and penmanship. Students keep a journal for further practice in self expression.

Class discussions, talks oral reporting, summarizing, relating news items, letter writing, book reports, outlining, an autobiography, themes, practice exercises, spelling list. Small group activities, large group activities, films, film strips, records.

EVALUATION PROCEDURES

Students are graded on daily practice lessions, quizzes, chapter tests and unit tests. Compositions are graded on neatness, content, and mechanics.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Review of about 3 parts of speech
2. Creative writing
3. Sentence structure
4. Spelling-affixes, plurals
5. Literature-comprehension, writing summaries

SECOND
1. Additional review of parts of speech
2. Sentence analysis and diagraming
3. Letter writing
4. Library use

THIRD
1. Vocabulary-good usage, meaning
2. Additional writing
3. Review and strengthen previous studies
4. Additional writing-summaries, reports and bibliographies, critiques

Course Title: Reading
Department :
Grade Level : 7th
Course Number:

COURSE OBJECTIVES

1. To create a developmental reading class
2. To help student increase his word power by skills of recognition and meaning
3. To help student learn to read for meaning
4. To help student develop such specific skills as:
   a. Main idean and detail
   b. Critical thinking
   c. Organization
   d. Classification

COURSE CONTENT

Students learn to survey, question and read. They survey the assignment, question the headings and pictures, and read the assignment. Open Highways, S.R.A. and Pilot Library are among available materials in the classroom. Emphasis is placed on such various skills: Compound words, reference, word analysis, context, clues, word meaning, sequence of events, classification, dictionary drill.

Individualized work, oral group reading, film stripts, films, records, skillbook, role-playing, art projects, experiments, demonstrations, choral reading.

EVALUATION PROCEDURES

Students are given tests, such as McGrath Test of Reading Skills on word meaning and recognition both at beginning and near end of reading course to determine growth. Students keep own records of progress in S.R.A. and other materials.

COURSE OUTLINE BY TRI-SEMESTER

1. Early test
2. Read a few selections orally as a group to share experience and to help motivate interest
3. Use of skillbook which accompanies Open Highways and other selections
4. Progress at individual rate in S.R.A.
5. Pilot Library at will
6. Demonstrate an experiment and follow up
7. Classics Illustrated
8. Read a play - role playing
9. Locate information in classified ads
10. Make a collage by classifying pictures collected,
11. A folk song - Sensory Imagery
12. Word study with each selection
13. Topic sentence - main idea

Course Title: Reading Laboratory
Department : Reading

Grade Level : 7-8th
Course Number: ______

COURSE OBJECTIVES

1. To base the individual instruction on the functioning level of the child
2. To organize the child's instruction on the strengths he already has and then on the new strenghts he develops
3. To make the reading process meaningful to the learner so as to provide lasting effects
4. To consider the child's personal worthe and make the program encouraging
5. To provide materials and exercises that are suitable to the child's reading ability and instructional needs
6. To create a reading program for each child that is interested and that produces enthusiasm
7. To employ sound teaching procedures which are sequential and will really develop a reader
8. To teach for progress
9. To build a good self image for each individual student

COURSE CONTENT

Our remedial reading program for grades five through eight follows the state regulations as received by us in 1967-68. It is flexible enough to meet the needs of the school community and the individual differences in pupil reading skills. The following is illustrative of the variation and potential possible in a comprehensive program.

1. Small group instruction of not more than six to eight to a group
2. One to one instruction in a clinical setting
3. Teacher working with teacher, parent, and principal pattern
4. A case-load not exceeding 50 students
5. Fifth and sixth grades, one semester, three days a week
6. Seventh and eighth grades, one semester, every other day
7. Individuals, one hour a week

CHILDREN WHO QUALIFY:

In general, it is desirable to inaugurate a remedial program with children who fall within the average range of intelligence and who are disabled readers from one to two years belos grade level. These children are able children who have some specific reading difficulty.

Materials used in reading sessions are as follows: SRA skill builders, SRA pilot library, Phonics We Use, Readers Digest, Dolch Basic Sight Vocabulary, Reading for Meaning 1-6 (Houghton Mifflin), Dolch Games, phrases, syllables, Know Your World-Weekly Newspaper, Tachist-O-Flasher and Filmstrips, tape recorder, individual Tachist-O-Viewer, large type World Books, art work, opaque projector, and typewriters for visual perception help with fifthe and sixth grade students.

EVALUATION PROCEDURES

Before, during, and after instruction for each student to be enrolled.

1. Study of elementary reading teacher's student referral records
2. Study of past teacher evaluation from C.A. 9 records
3. Study of California Mental Maturity Tests - verbal and non-verbal
4. Study of California Achievement Test - verbal and non-verbal
5. Study of present teacher referrals
6. Tests given for and during remedial sessions

COURSE OUTLINE BY TRI-SEMESTER

1. Mastering word attack skills with emphasis on syllabication, word structure, context
2. Improving vocabulary building
3. Reading for purposes
4. Practicing study skills
5. Using flexible comprehension rates
6. Locating sources of information
7. Reading recreational material at the independent reading level.
8. Practicing oral reading, with purposes, individually and in audiences situations.
9. Emphasis wider reading contacts such as newspapers, magazines, advertising articles, interest books, etc.
10. Writing experiences in a creative manner
11. Giving oral story and book reviews with the aid of the opaque projector.

Course Title: Reading
Department : English

Grade Level : 8th
Course Number: ______

COURSE OBJECTIVES

1. To increase skills of speed and comprehension
2. To encourage leisure reading

COURSE CONTENT

1. The use of SRA reading for various grade levels
2. Text used for comprehension
3. Use of library books for reading for enjoyment
4. Reading of the text and discussions of questions related to the story (comprehension)
5. SRA material to develop skills in speed and comprehension

EVALUATION PROCEDURES

Individual checking to see the extent of comprehension of SRA material

COURSE OUTLINE BY TRI-SEMESTER

Not Available

Course Title: English I
Department : English

Grade Level : 9th
Course Number: ___ Elective

COURSE OBJECTIVES

1. To learn to think clearly and logically.
2. To communicate thoughts well in both spoken and written English
3. To become concerned with correctness of form.
4. To acquire the skills necessary for increased comprehension.
5. To accomplish an increased reading rate.
6. To learn to locate and evaluate books and resource materials in the library
7. To increase word power.

COURSE CONTENT DESCRIPTION

English I consists of two main areas of study: literature and grammar-composition. Much of the time these will run concurrently, but there are some instances in which one will be considered separately from the other.

Classroom procedures include lecturing, question-answer periods, group discussions, panels, listening to records of related literary works, oral reports by students, films, vocabulary study, outside reading for book reports, and formal study of English grammar and the mechanics of writing.

EVALUATION PROCEDURES

Students are graded on their daily work, their class participation, and their test scores.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Short story
2. Non-fiction
    a. articles
    b. essays
    c. bibliography
3. Vocabulary in context from all of above
4. Reading from the library for reports
5. Compositions based on literature
6. Review of basic sentence structure
7. Study of complements
    a. Subject: predicate nominative, predicate adjective
    b. Object: Direct and indirect

SECOND
1. Participles
2. Gerunds
3. Infinitives
4. Drama and drama forms
5. Poetry and tools of the poet
6. Varying sentences
7. Writing letters
8. Writing reports: note-taking, outlining, final outline, final draft, bibliography.

THIRD

1. Card catalogue and reference books
2. The dictionary
3. Word origins
4. Latin and Greek roots and prefixes
5. Word lists
6. Capitalization
7. Punctuation: end marks, commas, semicolons, colons, italics, quotation marks, apostrophes
8. Epic: ODYSSEY
9. Novel: GREAT EXPECTATIONS
10. Mofifiers: misplaced, dangling

Course Title: German I
Department : Language Arts

Grade Level: 9th - 12th
Course Number: ________

COURSE OBJECTIVES

1. To learn the correct pronunciation of the words. Special attention will be placed on the new sounds that do not exist in the English language: umlauts a, o, u, the German L, the ich sound, the ach sound.
2. To be able to translate simple texts.
3. Progressive study of the structure of the language (grammar)
4. To learn to speak the language (simple conversations, based on the learned vocabulary)
5. Learning about the German people, country, culture.

COURSE CONTENT & DESCRIPTION

1. Reading, translating: "First Course in German" -by Huebner. The reading materials in the textbook are translated by the students. Special emphasis will be placed on the correct pronunciation, by continuous repetition of the new words, until the new sounds in the words are pronounced correctly. At the same time the grammatical problems in the sentences will be analyzed and discussed. New vocabulary is learned. The reading materials also are worked over in the language lab. by listening of the tapes and answering questions about the contents of the text.
2. Study of the language, grammar, pronunciation, etc.
3. Simple conversations are used having the new vocabulary.
4. Learning about the people of Germany, their culture and country.
5. Translation
6. Films will be used along with a text: A & LM "Verstehen and Sprechen"

EVALUATION PROCEDURES

1. Reading
2. Correctness of the pronunciation
3. Vocabualry texts
4. Translating English sentences into German
5. Grammar:
   a. Written exercises and tests on grammatical problems.
   b. Translation tests - English to German
6. Conversation:
   a. Fluency in pronunciation, speech patterns remembered.
   q b. Tests: oral, speech patterns: written or oral.
7. Culture:
   a. Questionares and reports on reading materials and films.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Chapters 1-5

SECOND
1. Chapters 6-10

THIRD
1. Chapters 11-15

Course Title: Advanced Composition
Department : English
Grade Level : 10th - 12th
Course Number: ______

COURSE OBJECTIVES

1. To gain the ability to construct, to build, to create in the language of his own everyday reality.
2. To encourage self-expression through guidance and constant practice. (Practice is strengthened by careful study of sentence structure and prose style by examination of models of excellent theme and form lin literature.)
3. To explore the language and the history of language.

COURSE CONTENT & DESCRIPTION

Modern Composition could be used as a guide. Various types of themes are written during the semester such as exposition, description, narration, persuasion and argumentation. Model essays are studied and effective word choice is emphasized. Research paper forms are studies.

The course is comprised of both oral and practical instruction. Themes and sensory impressions are written and discussed in class. Students receive much practical experience in both themes and essay writings. One term paper is required each semester. Field trips, readings and personal experience provide sources of writing materials.

EVALUATION PROCEDURES

Each student is evaluated both on the performances he shows and his abilities. Students progress is kept well in mind whenever evaluating.

COURSE OUTLINE BY TRI-SEMESTER

Modern Composition could be used as a guide. Various types of themes are written during the semester such as exposition, description, narration, persuasion, and argumentation. Model essays are studied and effective word choice is emphasized. Research paper is studied.

Course Title: Survey of English
Department : English
Grade Level : 10th
Course Number: ___ Elective X
Required ___

COURSE OBJECTIVES

1. To extend reading experiences to a wider range of subjects
2. To help the student to grasp main idea and pick out specific detail
3. To lead him to understand the total meaning of a selection
4. To help him become able to predict outcome of events
5. To read to increase his reading rate
6. To deepen his understanding of people and their problems
7. To help him see himself, good and bad, mirrored in the characters of the stories he reads

COURSE CONTENT AND DESCRIPTION

The emphasis in this class will be upon reading extensively. It is hoped that these students (probably terminal) will learn to find enough enjoyment from reading that they will continue with it after graduation.

Classroom procedures include reading in class, both oral and wilent; from anthologies, paperbacks, magazines; discussing stories and problems; and writing on related subjects.

EVALUATION PROCEDURES

Students are graded on their participation in class activities and on their test scores.

COURSE OUTLINE BY TRI-SEMESTER

1. Anthologies
   a. Short stories
   b. Non-fiction
   c. Novel: Light in the Forrest
   d. Poetry

2. Paperbacks
   a. Huckleberry Finn
   b. The Raft
   c. Others by choice

3. Reading improvement in Tactics in Reading

Course Title: Readings in Drama
Department : English

Grade Level : 10 - 12
Course Number: ______

COURSE OBJECTIVES

1. Develop an appreciation of drama as a form of literature
2. Develop skills in reading and interpreting drama
3. Learn applications of concepts found in reading drama
4. Develop ability to express self orally and in writing
5. Develop ability to listen, understand and critically analyze what is heard
6. Develop ability to work independently and in groups
7. Develop some understanding of the history of drama and its influence on the thinking of man down through the ages.

COURSE CONTENT

For the better readers: Read orally in class, in a group of 6 to 8, representative plays from early Greek to modern drama. Read from Shakespeare, Isben, Shaw. Read Modern American Play . . . Musicals, etc.

Prepare report (oral) on the plays read in the groups. Oral reports on playwrights and periods of drama. Discuss each play read with the teacher (in groups).

Outside reading: Minimum of three full length plays with written report on each for each 6 week marking period.

Term paper required comparing the works of two playwrights.

For the poorer readers: Less emphasis on history. Read in groups using easier materials. Read Isben, several modern plays including two musicals. Discuss TV drama and other modern plays. Use short guidance plays.

Outside reading required same as other group except easier reading material is accepted. No term paper required.

Both groups: Listen to recordings . . . Review live drama when possible.

EVALUATION PROCEDURES

COURSE OUTLINE BY TRI-SEMESTER

1. Greek Plays

2. Shakespearian Plays

3. Isben Plays

4. Shaw Plays

5. Read Modern American Plays

6. Musicals

Course Title: Studies in Mass Media
Department : English

Grade Level : 10th-12th
Course Number: ________

COURSE OBJECTIVES

1. To develop understanding of the relationship of the Mass Media to us.
2. To establish criteria for selection of media.
3. Develop ability to be critical and analytical.
4. To develop ability to express ourselves, especially orally.
5. To develop an understanding of how media can be used to influence large groups; develop judgement in using more effectively.

COURSE CONTENT

This course is a general study of the Mass Media: magazines, newspapers, T.V., radio, movies, records, paperback books. It approaches the subject primarily from the standpoint of those who will be influenced by reading, viewing, and listening, rather than those who will use these media to influence others. We hope to broaden and improve the use of these media and to set up criteria for judging and selection. Major emphasis is on developing the ability to be alert, discerning readers, listeners, and viewers, able to understand techniques of propaganda and to judge what we read, see, and hear.

1. General study of magazines, newspapers, television, radio, records, movies, paperbacks, etc. with a major emphasis in the first four above.
2. Examine all media and mass communication; do research.
3. Make oral reports on findings.
4. Take an active part in oral discussions.
5. Compare qualities of media.
6. Set up judging standards.
7. Study propaganda techniques used by media.
8. Most work oral. Some written reports required. Note taking a necessity. Make up a newspaper notebook.
9. Better students are given extra work such as ad lay-out, producing public service programs, etc.
10. Field trips are encouraged.

EVALUATION PROCEDURES

All written work is evaluated on basis of students ability. Oral reports and group discussions are evaluated. Emphasis is placed on participation and cooperation, including ability to study independently. Major emphasis is on ability to express orally.

COURSE OUTLINE BY TRI-SEMESTER

1. Cartoons and Comics

2. Newspapers

3. Books and Art Media

4. Radio and T.V.

Course Title: Speech
Department : English
Grade Level : 10th - 12th
Course Number: __________

COURSE OBJECTIVES

1. To develop a liking for oral expression and an awareness of its increasing importance.
2. To develop confidence and poise in speaking.
3. To increase facility in oral communication.
4. To develop the ability to be a good listener.
5. To stress the communication of ideas.

COURSE CONTENT & DESCRIPTION

This course is to teach students to express themselves simply, clearly, and fluently in conversation and in a variety of formal and informal speech situations. Students learn how to obtain and to organize material. The student begins with simple speeches and proceeds at his own pace to informative, persuasive or entertaining speeches. Practice in correct pronunciation and articulation is an essential part of the course and this also helps to increase the vocabulary.

Some of the instructional activities are: The Art of Speaking, a text, is available as needed. Many kinds of activities are utilized to gain proficiency in speaking: oral reading, story-telling, conversation, role-playing, and group discussion such as round tables, panels, and forums. The use of a tape recorder enables students to evaluate their own performances and decide whether improvements are needed. Several films are used.

EVALUATION PROCEDURES

Evaluation is constant in a course like this and is usually based on progress. Critiques are written occasionally and speech-evaluation guides are frequently used. Objective tests are given occasionally.

COURSE OUTLINE BY TRI-SEMESTER

Introduction: Goals and Aims
Friendliness: A Force in Oral Communication
You and Your Listeners
The Mechanics of Speech
Imprompto Speaking
Listening
Criticism: Values and Methods
Topics and Purposes for Formal and Informal Speaking
Planning and Outlining
Gathering Material
Selecting and Developing Main Points
Introductions and Conclusion
Telephone Conversations
Group Discussion: Round Table and Panel
Parliamentary Law
Oral Interpretation
Reading Aloud: Prose and Poetry
Pantomines, Dramatizations, and Storytelling
Radio: Producing a Skit, Panel Interview or Documentary Presentation of
Final Speech: Entertaining or Impressive.

Course Title: Advanced Speech
Department : English
Grade Level : 11-12
Course Number: _____

COURSE OBJECTIVES

1. To further learnings and practices in important forms of public and private speeches e.g., interviews, expository and persuasive extemporaneous speeches, group discussions, oral interpretation of literature, debate, and parliamentary procedure.
2. To provide for the development of appreciation of the legitimate theater and for instruction in dramatic performance.
3. To encourage and allow for participation in extracurricular speech activities, such as student government, service organizations, dramatics, debates and community speaking.
4. To continue to maintain high standards of accuracy in reporting of information obtaining from much listening, reading and viewing.
5. To develop respect for the ideas of others and permit and develop free exchange of ideas.

COURSE CONTENT

This course would be a follow-up elective course in public speaking, oral interpretation, dramatics and/or debate for talented or interested persons. Video-tape, microphone, recorder, and language-lab equipment would be used. A local radio station would be used as well as T.V. media. Individual needs would be met through small-group activity.

Many kinds of instructional activities are utilized to gain additional proficiency in speaking: practice in forensic speakin, extemporaneous, impromptu, original public address, listening, presentation of formal debates, preparation of manuscript for oral presentation, basic semantics, propaganda, persuasive speaking, parliamentary procedure, reasoning, developing personality, communication in a free society. The final would be a formal presentation.

COURSE OUTLINE BY TRI-SEMESTER

1. Introduction to Speech
2. Fundamentals: Voice, Body, Diction
3. Understanding Yourself, Your Audience, Your Topic
4. Types and purposes of Speaking
   A. Extemporaneous
   B. Impromptu
   C. Oral Interpretation: Prose and Poetry
   D. Presentation of Original Public Address (Oration)
5. Prepare for formal debate
6. Original Public address
7. Forensic speaking: Extem, Impromptu
8. Listening
9. Present formal debate
10. Manuscript for Oral Presentation
11. Basic Semantics
12. Tests and Special Activities
13. Propaganda
    A. Persuasive Speaking
    B. Reasoning
    C. Personality
14. Communication
15. Oral Presentation of Written Manuscript
16. Special Occasion Speech
17. Final: Formal Speech

Course Title: Survey of English Grade Level : 10th
Department : English Course Number: ____

COURSE OBJECTIVES

1. To enrich young people's knowledge of the world
2. To help them become better able to express themselves in both written and spoken forms of English.
3. To offer the student a wholesome stimulus for thought and growth.
4. To lead him to understand the total meaning of a selection.
5. To help become able to predict outcome of events.
6. To help the student learn to grasp the main idea and pick out specific detail.
7. To extend reading experiences to a wider range of subjects
8. To introduce or extend the idea of the cause and effect of the actions of individual on the lives of others and on themselves.
9. To deepen his understanding of people and their problems.
10. To help him see himself, good and bad, mirrored in the characters of the stories he reads.

COURSE CONTENT & DESCRIPTION

The emphasis in this class will be upon reading extensively. Some writing will evolve from discussion on reading assignments, and instruction in paragraph development and letter writing will be included, It is hoped that these students, probably terminal, will learn to find enough enjoyment from reading that they will continue with it after graduation.

Classroom procedures include oral and silent reading from anthologies, paperbacks, and magazines; discussing stories and problems; and writing on related subjects. Films, filmstrips, records and resource people will be used whenever available. Learning to organize material for a written report, and learning to present it orally before the class will give the students experience needed for required work in other areas during their final two years in high school.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Anthologies
   a. Short stories
   b. Non-fiction
   c. Novel: Light in the Forest
2. Scholastic's Scope (magazine)

SECOND
1. Anthologies
   a. Drama
   b. Poetry
   c. Silas Marner (optional with students after partial reading in class to stimulate curiosity)
2. Paperbacks
   a. Huckleberry Finn
   b. The Raft
   c. Animal Farm

THIRD
1. Composition (a) Developing the paragraph (b) The written report
2. Reading from the library

Course Title: Beginning Composition
Department : English

Grade Level : 10th - 12th
Course Number: ________

COURSE OBJECTIVES

1. To develop in students the desire to improve writing skills and ability to express themselves well in writing
2. To develop fundamental skills of writing
3. To develop students ability to express themselves well in writing

COURSE CONTENT

This is a fundamental course in composition, (remedial in nature). It is designed for students who need additional individual help in writing skills, including sentence structure, paragraph development, improvement of vocabulary, penmanship, and spelling, Specific course content must be somewhat determined by needs of individuals and their own level of development in the writing skills.

There is some group instruction in fundamentals of good composition and techniques of writing but most instruction is on individual basis. Students start at their own level of development in the writing skills. Students write almost daily, receiving individual assistance from teacher where necessary. Emphasis is on practical experiences in basic writing skills.

EVALUATION PROCEDURES

Evaluation is done on an individual basis, with students being evaluated on their willingness to improve and progress made, rather than by comparison to others in the class. Much attention is paid to individual levels of ability and to students cooperation.

COURSE OUTLINE BY TRI-SEMESTER

The Use of Language-

1. Language and Meaning
    - A. Language
    - B. Symbols
    - C. Meaning
    - D. Denotation and Connotation

2. "Good" English
    - A. Levels of Usage
    - B. When is writing "Good"

3. Putting thoughts on paper
    - A. Saying Something
    - B. Observation
    - C. Pertinent Details

4. Paragraph

5. The Longer Paper

6. Opinion

7. Answering Essay Questions

8. Writing About Literature
    - A. Fiction
    - B. Drama
    - C. Poetry

9. The Simple Sentence

10. Modification of Sentences

11. Phrase and Clause Modifiers

12. Coordination and Subordination

13. Correct Use of Verbs

14. Personal Pronouns

15. Correct Spelling

Course Title: American Literature
Department : English
Grade Level : 11th - 12th
Course Number: ____________

COURSE OBJECTIVES

1. To improve reading comprehension
2. To develop interest in reading; expression, both oral and written
3. To better understand American culture and history through American Literature
4. To gain knowledge about what Americans wrote and their reasons for writing.
5. To gain an understanding of American writing and authors.
6. To develop self concepts through literature.

COURSE CONTENT

1. Covers the complete history of American Literature with special emphasis on basic themes in the American heritage.
2. Study of form and style of writing.
3. Study of authors--Their works discussed in class--Concepts applied to self.
4. Records, library reference, critical analyses done in class etc.
5. One book report a minimum requirement for each 6 weeks marking period.
6. Term paper required-(Short comparison of 2 authors, or works of one author.)

EVALUATION PROCEDURES

Tests over each unit of study-part of which is objective, part discussion type question. Other short written assignments. Discussion in class part of grade.

COURSE OUTLINE BY TRI-SEMESTER

1. The Colonial Years (1670-1750)
2. The Revolutionary Years (1750-1815)
3. The Rise of a National Literature (1815-1850)
4. The Romantic Triumph (1835-1860)
5. The War Years (1860-1865)
6. The Regional Outlook (1818-1890)
7. The Growth of Realism (1885-1910)
8. At Home and Abroad (1910-1929)
9. The Modern Viewpoint (1930-1968)

COURSE TITLE: Educational Writing　Grade Level: 11-12
Department: English　Course Number: ______

COURSE OBJECTIVES

1. To prepare college-bound students for writing college material such as thesis, essays etc. Emphasis is placed on writing style and form such as is required by specific colleges.
2. To develop the facilities to deal with all phases of educational writing.
3. To develop an individual writing style.

COURSE CONTENT

1. Detailed instruction in note-taking techniques.
2. Review in proper punctuation, sentence structure, and paragraphing.
3. Further vocabulary study and thesaurus use.
4. Further experience in writing practice.
5. Critical and analytical reading of examples of narrative; expository, persuasive, argumentative, definitive etc.
6. Red and analyze poetry. Interpret in rewritten prose form.
7. Review term and research papers. Write one of each.
8. One book review each marking perid. Review to be a critical analysis of style etc. of author.

EVALUATION PROCEDURES

Evaluation on progress as related to students ability-- individualized as much as possible.

COURSE OUTLINE BY TRI-SEMESTER

I. Detailed instruction in note-taking techniques.

II. Review in proper punctuation, sentence structure, and paragraphing.

III. Further vocabulary study and thesaurus use

IV. Further experience in writing practice.

V. Critical and analytical reading of examples of narrative; expository, persuasive, argumentative, definitive etc.

VI. Read and analyze poetry. Interpret in rewritten prose form.

VII. Review term and research papers. Write one of each.

VIII. One book review each marking period. Review to be a critical analysis of style etc. of author.

Course Title: German II
Department : Language Arts

Grade Level : 10th - 12th
Course Number: __________

COURSE OBJECTIVES

1. To learn to read and understand the language.
2. To develop the ability of translating German texts into correct and diplomatic English.
3. To develop the ability of writing correctly in German.
4. To learn and understand the structure of German language (grammar).
5. To learn to speak the language (simple conversations using the learned vocabulary)
6. To learn about the various aspects of the German culture:
    - A. people and traditions
    - B. literature, art, music
    - C. geography (country)

COURSE CONTENT & DESCRIPTION

Reading: Textbook "A Second Course in German" by Heubner-Newmark. Students read and translate the text materials. New vocabulary is learned. The text contents concerning the aspects of German culture, history, and traditions will be discussed and explained. Films with similar content will be shown.

Structure of the language: Grammar: A short review of the grammar in German I. New elements: Interrogatives and subordinating conjunctions; Relative pronouns and relative clauses; The perfect tense of models; double infinitives-word orders; The infinitive with certain verbs, The infinitives with-and without "zu"; passive voice; substitutes for the passive; The false passive; Formation of the subjunctive; Indirect discourse; indirect questions and commands; Real conditions; unreal conditions; Text: Same as for reading.

Speech patterns developed and learned with the vocabulary from the reading texts. Textbook: "Verstehen and Sprechen"-second half. (The first half of the book is studied in German I) Language Lab is used for additional practices.

Some of the instructional activities are: Text: "Second Course in German", translating German to English, English to German. Films, vocabulary is learned, grammar is explained, Speech conversations, (real and unreal) Language Patterns, Speech Patterns.

EVALUATION PROCEDURES

Reading: The ability to translate German texts into diplomatic English; Fluency and correctness of pronunciation; New vocabulary Grammar: The understanding and correct use of the new elements in the grammar; Written tests and exercises; translation exercises containing the elements of the learned structures.

Speech and conversation: The correctness and fluency of the learned speech patterns; The ability to form new sentences by using new vocabulary in the learned patterns. Culture, people: Questionaires and reports on reading materials and films.

Course Title: German III
Department: Language Arts

Grade Level: 11th-12th
Course Number:_________

COURSE OBJECTIVES

1. To learn to read and understand the language
2. To be able to translate German texts into correct and diplomatic English.
3. To learn to write correctly in the language
4. To learn and understand the structure of the language (Grammar)
5. To learn to speak the language (Simple everyday conversations)
6. To learn about the various aspects of the foreign culture
    a. People, customs, traditions
    b. Literature, art, music, architecture
    c. Geography, government, meaningful historical and political events.
    d. Contributions to humanity and to the world.

COURSE CONTENT & DESCRIPTION

Textbook: "Lebendiges Deutschland" covers the requirements indicated in the objectives p.2 and p.5.

Continuous showing of films with English and German versions The contents of the films cover the requirements in objectives p.6.

1. Reading
2. Structure of the language
3. To learn to speak the language

Some of the instructional activities are: reading, learning to translate the text, pronounciation of the new words, the contents of the text, which covers: the cultural, historical and social events and life of the people, are discussed and studied. Oral and written reports by the students about the contents of the text. Supplementary films related to the materials of the texts will be shown continually.

Structure of the language: By reading of the texts, the various structural patterns are analyzed and discussed. Oral and written exercises from the grammar books, practicing the use of the various grammatical patterns and forms. Practicing the use of irregularities in the sentence structures. Teacher made exercises also used. Practice of the newly learned grammatical rules and forms written and oral.

Speech and conversation: Continuous repetition of the speech patterns. Learning to pronounce the new words correctly by repetition. Adding new elements and substitutions into the previously learned speech patterns. Practicing conversations in the groups of two or three. Exercises in the language lab.

EVALUATION PROCEDURES

Reading: Correct pronounciation; Reports (oral and written) about the contents of the reading materials: Cultural, historic, civic. New vocabulary learned: Vocabulary tests. Grammar, Speech conversations.

Course Title: German IV

Department: Language Arts

Grade Level: 12th

Course Number:

COURSE OBJECTIVES

1. To learn to read and understand the language (a progressive continuation of the preceding courses).
2. To develop the ability of translating German texts into correct and diplomatic English.
3. To develop the ability of writing correctly in German.
4. To learn to speak the language (a more advanced continuation of the preceded conversation practices)
5. To learn about the various aspects of the German culture (special emphasis on German Literature)

COURSE CONTENT & DESCRIPTION

"Typisch Deutsch" and "Lebendiges Literatur" The first textbook will reveal the typical aspects of the German culture, traditions and people. The second textbook will present excerpts and samples of the master works of German Literature in its different developmental stages and eras. The texts will be read by students and translated by the students. Additional films concerning the text materials will be shown. To learn to speak the language: Conversations will be based on the reading materials in the textbook.

Instructional activities are: Reading: The reading materials will be discussed and explained. It may involve the introduction of the high lights of the history of the German literature, its different eras, and most important authors.

Conversations: Are still based on the development of the new speech patterns and the learning of these patterns. It may involve the initiative of the student in forming and creating these speech patterns, so that they may be able to participate in a more advanced level of a conversation or even in a discussion.

EVALUATION PROCEDURES

Reading; written and oral reports of the reading materials. Understanding of the contents of the materials: Questionaires, Tests; The fluency and correct structure of the sentences, Vocabulary tests; translation tests.

Course Title: Contemporary Literature
Department: English

Grade Level: 10-11-12
Course Number: ________

COURSE OBJECTIVES

1. To develop in the student a deep understanding of the literary thinking of contemporary America.

2. To emphasize today's writing and how it reflects current issues.

COURSE CONTENT

This would be a reading and discussion course on modern literature; drama, poetry, essays, fiction and any other readings of great impact at the time the course is being offered. The use of inductive analysis would be practiced so the student may be ready to meet the writers of his own time.

A textbook of the most modern nature would be used and paperbacks would be discussed as they are read. Usual and unusual works of particular, timely interest would enable the student more than ever aware of his critical tools reaching beyond limits of time and conventions to interpret modern literature as a growing art.

EVALUATION PROCEDURES

Oral discussion, a required list of books to read as well as a choice of selection. One take-home test and one essay type which would be written during a class period. Growth in evaluation of interpretation of modern writings.

COURSE OUTLINE BY TRI-SEMESTER

To be worked on if the course is offered.

Course Title: English Literature
Department: English

Grade Level: 12th
Course Number ________

COURSE OBJECTIVES

1. To develop an understanding of the history, literature and culture of the English people. (British)
2. To develop a better understanding of our own heritage in its relationship to England.
3. To study the influence of English literature on our culture.
4. To improve student ability to read with comprehension.
5. To improve student ability to express themselves both orally and in writing.

COURSE CONTENT

Read and discuss textbook examples of classic English literature. Examples from each period of English literature from Chaucer to the present are studied with special attention being paid to the historical significance. Major Units Emphasized: Elizabethan...Major emphasis on Shakespeare, 18th Century period...Major emphasis on Classical movement, Romantic Period...Emphasis on Romanticism, Victorian Period... Emphasis on Pre-Rappaelite movement, Modern Period...Emphasis on realism, naturalism, symbolism and super impressionism.

A study of writing form is made. All types of prose and poetry are studied. Especial interest is taken in writing techniques. Library assignments are made and recordings are played for class listening. Use is made of term papers on research material.

EVALUATION PROCEDURES

Tests are both objective and subjective. Class participation in discussion groups is important.

COURSE OUTLINE BY TRI-SEMESTER

I. Elizabethan...Major emphasis on Shakespeare.

II. 18th. Century period.. Major emphasis on Classical movement.

III. Romantic Period... Emphasis on Romanticism

IV. Victorian Period... Emphasis on Pre-Rappaelite movement

V. Modern Period... Emphasis on realism, naturalism, symbolism and super impressionism.

Course Title: Journalism and News Writing
Department: English

Grade Level: 10-12
Course Number: _____

COURSE OBJECTIVES

1. To produce the finest scholastic publication possible within the framework of Freeland High School.
2. To stimulate student awareness of good reporting and honest, accurate and effective communication.
3. Practice English skills at the high-school level.
4. Introduce journalism as a potential career opportunity. (Example: report school news to Valley Journal.)

COURSE CONTENT

A class to generate enthusiasm among its writers, as well as complete coverage of all essentials of scholastic journalism ranging from organization of subject matter in news articles to the evaluation of the effectiveness of the total paper.

This will be an informal class with students learning that the school newspaper is a source of pride to all concerned, students, faculty, and community. A text will be followed; yet the actual publishing of the Falcon Press to unify school and community would be the ultimate goal.

EVALUATION PROCEDURES

1. Publication of the paper
2. Individual attempts to write
3. Evaluation of chapters studied in texts (various methods)

COURSE OUTLINE BY TRI-SEMESTER

To be worked on.

FINE

ARTS

Course Title: Music/Rhythms Grade Level: Kindergarten
Department : Music

COURSE OBJECTIVES

1. To develop music appreciation through listening to records of fine recordings by
    - a. director
    - b. theme
    - c. group
2. To develop the interpretation of rhythmic impressions
3. To enjoy active participation through singing
4. To begin the development of music vocabulary

COURSE CONTENT AND DESCRIPTION

The content of Music and Rhythms includes
1. Listening to and singing with records
2. Learning new songs to express joy during seasons and holidays
3. Amusement in appreciation of fantasy and make believe
4. For fun in playing games

Music is used as a soothing element during rest periods. Rhythms may be action type music or the more familiar finger plays and poetry.

Instructional activities:
The piano, and/or records are the most important instruments used. However, rhythm instruments are used also as an expression of definite beat - action music. The classroom teacher uses a variety of finger plays and poetry which is selected according to the needs of the children, determined by seasons, unit studies and interest or needs of the group.

EVALUATION

The student is evaluated according to his interest. The student need not be a singer but interest must be present in participation.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. The music and rhythms are determined by:
    - A. season
    - B. holiday
    - C. unit of study

2. Shorter, simple tunes and words to be used in the beginning
    - A. learning to sing appropriate songs
    - B. learning finger poems
    - C. learning to listen to recordings
    - D. learning action songs
    - E. learning to play singing games

SECOND

1. Rhythm
    - A. Learning to beat the rhythm by:
        1. clapping hands
        2. tom-tom
        3. sticks
    - B. Choral verses learned

2. The second semester is an extension of the first semester

THIRD

1. The finger plays and songs are longer, either in number of verses or in length of song

2. The rhythm is extended by combining two or more instruments to define the "beat"

3. The action - singing games are more than "circle games", including more skills or a combination of skills

Course Title: Music/Rhythms
Department : Music

Grade Level: Kindergarten

COURSE OBJECTIVES

1. To develop music appreciation through listening to records of find recordings by
   a. director
   b. theme
   c. group
2. To develop the interpretation of rhythmic impressions
3. To enjoy active participation through singing
4. To begin the development of music vocabulary

COURSE CONTENT AND DESCRIPTION

The content of Music and Rhythms includes

1. Listening to and singing with records
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4. For fun in playing games

Music is used as a soothing element during rest periods. Rhythms may be action type music or the more familiar finger plays and poetry.

Instructional activities:

The piano, and/or records are the most important instruments used. However, rhythm instruments are used also as an expression of definite beat - action music. The classroom teacher uses a variety of finger plays and poetry which is selected according to the needs of the children, determined by seasons, unit studies and interest or needs of the group.

EVALUATION

The student is evaluated according to his interest. The student need not be a singer but interest must be present in participation.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. The music and rhythms are determined by:
   A. season
   B. holiday
   C. unit of study
2. Shorter, simple tunes and words to be used in the beginning
   A. learning to sing appropriate songs
   B. learning finger poems
   C. learning to listen to recordings
   D. learning action songs
   E. learning to play singing games

SECOND

1. Rhythm
   A. learning to beat the rhythm by:
      1. clapping hands
      2. tom-tom
      3. sticks

B. Choral verses learned

2. The finger plays and songs longer number of verses or by length of song

THIRD

1. Rhythm is extended by conbining two or more instruments to define the "beat"
2. The action - singing games are more than "circle games", including more skills or a combination of skills

Course Title: Art
Department : Art
Grade Level: Kindergarten

COURSE OBJECTIVES

1. To develop art appreciation through observing illustrations, painting by artists
2. To experience working with various art media
3. To begin to develop skills that will be useful in art
4. To experience self satisfaction while working and completing projects in art
5. To develop vocabulary in art - oral expression
6. To aid in the development of eye-hand coordination
7. To learn to use and care for the materials properly
8. Realization of own potential and acceptance that each individual's work may differ in quality of achievement.
9. To realize asethic value of art done

COURSE CONTENT AND DESCRIPTION

The content of the Art program includes the introduction to, the use of, and the care of all art materials used. Safety precautions are stressed in the use of scissors. The program includes:

1. Learning to recognize colors
2. Cutting correctly and well
3. Pasting work neatly and correctly
4. Painting to express an idea or feeling
5. Use of crayons for expression
6. Learning to appreciate the work of reputable artists and illustrators
7. Using clay to create models
8. Other media

Activities used to further the Art curriculum are:

1. Use of filmstrips and movies for creating ideas
2. Having available pictures and illustrations: The child has the opportunity to create by using crayons, paints, colored papers and paste

EVALUATION

The student evaluation is done on an individual basis since participation and expressing ones self in a creative manner is deemed to be more important than what may have been created. When the enjoyment is achieved by the student the project has been successful.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Learning the colors
2. Skill developed in cutting, pasting

SECOND
1. Learning to use crayons and paints
2. Creative expression in clay

THIRD
1. Appreciation of the works of artists etc.
2. Experience satisfaction in work accomplished
3. Attempting more skillful art media

Course Title: Art
Department: Art

Grade Level: Grade 1

COURSE OBJECTIVES

1. To provide an acquaintance with many materials
2. To encourage discovery through experimentation
3. To provide a means of self expression
4. To provide tangible experiences
5. To learn to judge work critically
6. To develop appreciation for color, line, design
7. To learn to work together and share ideas
8. To help coordinate hand and eye

COURSE CONTENT AND DESCRIPTION

Art activities include use of:

1. Paper
2. Paste
3. Scissors
4. Paint, water color, tempra, finger
5. Clay
6. Paper-mache
7. Wood
8. Cloth
9. Pipe Cleaners

INSTRUCTIONAL ACTIVITIES

I. Children are introduced to many materials. Among them are:
   a. Paper
   b. Paste
   c. Scissors
   d. Paint, water color, tempra, finger
   e. Clay
   f. Paper-mache
   g. Wood
   h. Cloth
   i. Pipe Cleaners

II. Application of materials listed include the following:
   a. Murals telling a story - showing a season of the year
   b. Pictures for a class story book
   c. Making cards for a friend who is ill, for grandmother, or mother
   d. Using clay for circus animals
   e. Using cloth, paste, wood, for collages
   f. Paper sculpture - folding and cutting
      Example Halloween - cats and witches
   g. Pipe cleaner people and animals for fair and circus scenes
   h. Paper-mache animals for circus

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Pipe cleaner turkeys
2. Cutting Halloween figures
3. Illustrating a story using clay

SECOND
1. Mural showing winter
2. Painting an easel picture
3. Collages
4. Paper sculpture

THIRD
1. A spring mural
2. Birthday cards
3. Get well cards
4. Illustrating a class book

Course Title: Art
Department : Art
Grade Level: Grade 2

COURSE OBJECTIVES

1. To develop an interest in using many materials
2. To encourage experimentation with materials and color
3. To develop appreciation for beautiful pictures
4. To provide a means for self expression

COURSE CONTENT AND DESCRIPTION

Children have many experiences with varied materials. Among them are:

1. Crayons
2. Water color, paper, easel, murals
3. Tempera
4. Clay
5. Finger Painting
6. Pastel chalk
7. Craftwork with paper, yarn, stitchery, mosaics
8. Design - using circles, squares, objects
9. Folding paper
10. Cutting - freehand expecially halloween figures - witches, cats, etc
11. Collage
12. Appreciation of color and form
13. Examine good paintings, a beautiful vase, or illustrations in books

INSTRUCTIONAL ACTIVITIES

A part of each class consists of direction for the project, and preparation, and the remainder of the class periods are spent in working on the project.

Children make pictures for their rooms, for hall display, murals to show a season or story or depict a holiday.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Cutting freehand - Halloween figures
2. Collage
3. Water painting - easel - murals

SECOND

1. Clay for animal figures
2. Crayon pictures
3. Chalk pictures
4. Making paper flowers

THIRD

1. Design - circles, squares, objects
2. Craft with paper, yarn, mosaics
3. Freehand cutting snowflakes
4. Appreciation of color - form - observation of good paintings, illustrations in good books

Course Title: Art
Department : Art

Grade Level: Grade 3

COURSE OBJECTIVES

1. To develop an awareness of beauty in the environment
2. To help children express the beauty they see and the emotions they feel.
3. To help children appreciate the artistic efforts of others
4. To help children realize that creativity relates to all of their being
5. To develop the skills in the use of the various art media

COURSE CONTENT AND DESCRIPTION

Our projects vary according to the special interests of the children but we have provided many varied experiences in the use of the following:

1. Pictures in crayon, paint, chalk, spatter in, etc.
2. Collages
3. Crayon etchings
4. Simple printing
5. Lettering
6. Rubbings
7. Simple sculpture
8. Pottery, clay
9. Mosaics
10. Mobiles
11. Paper Mache
12. Puppets
13. Sand Painting
14. Many paper projects
15. Yarns and textiles

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Pictures in crayon, paint, chalk
2. Spatter ink
3. Lettering
4. Simple sculpture
5. Pottery, clay

SECOND
1. Mobiles
2. Sand painting
3. Yarns and textiles
4. Collages
5. Crayon Etching

THIRD
1. Simple printing
2. Mosaics
3. Paper Mache
4. Puppets
5. Paper projects

Course Title: Art
Department : Art
Grade Level: Grade 4

COURSE OBJECTIVES

1. To develop an awareness of beauty in the environment
2. To help children express the beauty they see and the emotions they feel
3. To help children appreciate the artistic efforts of others
4. To help children realize that creativity relates to all of their being
5. To develop the skills in the use of various art media

COURSE CONTENT AND DESCRIPTION

Our projects vary according to the special interests of the children but we have provided many varied experiences in the use of the following:

1. Pictures in crayon, paint, chalk, spatter ink
2. Collages
3. Crayon etchings
4. Simple printing
5. Lettering
6. Rubbings
7. Simple sculpture
8. Pottery, clay
9. Mosaics
10. Mobiles
11. Paper mache
12. Puppets
13. Sand Painting
14. Many paper projects
15. Yarns and textiles
16. Stitchery and weaving
17. Stone sculpture
18. Milted crayon
19. Sketching
20. Figure study-very elementary

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Pictures in crayon, paint, chalk, spatter ink
2. Collages
3. Crayon Etching
4. Simple Printing
5. Lettering
6. Rubbings

SECOND

1. Stitchery and weaving
2. Many paper products
3. Mobiles
4. Mosaics
5. Pottery - clay
6. Paper mache
7. Sand painting

THIRD

1. Simple sculpture
2. Yarns and textiles
3. Stone sculpture
4. Melted crayon
5. Sketching
6. Figure study - very elementary
7. Puppets

Course Title: Art
Department : Art
Grade Level - Grade 5

COURSE OBJECTIVES

1. To develop an awareness of beauty in the environment
2. To help children express the beauty they see and the emotions they feel
3. To help children appreciate the artistic efforts of others
4. To help children realize that creativity relates to all of their being
5. To develop the skills in the use of the various art media

COURSE CONTENT AND DESCRIPTION

Our projects vary according to the special interests of the children but we have provided many varied experiences in the use of the following:

1. Copper tooling
2. Yarn and textiles
3. Beginning design
4. Plaster of Paris sculpture
5. Painting
6. Sketching
7. Printing
8. Sculpture
9. Pottery or clay sculpture
10. Seed mosaics
11. Simple weaving
12. Posters and lettering
13. Figure studies
14. Soap Sculpture
15. Paper work - great variety
16. Advanced crayon
17. Color studies

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Painting
2. Sketching
3. Printing
4. Sculpture
5. Pottery or clay sculpture

SECOND

1. Seed Mosaics
2. Simple Weaving
3. Posters and lettering
4. Copper tooling
5. Yarns and textiles
6. Beginning design

THIRD

1. Plaster of Paris sculpture
2. Figure studies
3. Soap sculpture
4. Paper projects - great variety
5. Advanced crayon
6. Color studies

Course Title: Music
Department : Music

Grade Level: Grade 1

COURSE OBJECTIVES

1. To give the child a great deal of enjoyable experience singing
2. To develop a sense of rhythm through bodily movement
3. To become aware of the many sounds of music through listening

COURSE CONTENT AND DESCRIPTION

Learning many songs (by rote) expecially seasonal songs - many are motion songs

Rhythm activities - clapping, marching, skipping - rhythm instruments such as triangle, tom-tom, sandblocks, cymbal, woodblocks

Dramatizing song

singing games such as "Bluebirds", "Oats, Paas, Beans, and Barley Grow"

Listening to music - examples "Fossil", Saint Saens; "Flight of the Bumblebee", Rimsky Korsakoff

INSTRUCTIONAL ACTIVITIES

Clapping, marching, playing tom-toms, rhythm sticks to feel and express "beat".

Discovering that music can tell a story or express a feeling by listening to suit muic as "Tightrope Walker" or "Merry Go Round" from "Under the Big Top".

Use of hand motions by teacher to indicate pitch to aid in learning a song.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Learning many songs by rote - especially fall songs, Halloween, Thanksgiving and Christmas songs. Many motion songs.
2. Recognizing and feeling "beat"

SECOND

1. Listening to music - such as "Fossils" Saint Saens
2. Learning to play rhythm instruments - tom-tom drum, triangel, wood blocks, sand blocks and jingle sticks
3. Learning songs (rote) about winter, Valentines, Spring, patriotic songs

THIRD

1. Experiencing rhythm in a singing game as "Bluebirds","Oats, Peas, Beans and Barley Grow"
2. Learning and dramatizing songs in correlation with circus unit. Listening to "Under the Big Top"

Grade Level: Grade 3

Course Title: Music
Department: Music

COURSE OBJECTIVES

Enjoyment of singing
Greater accuracy in singing
Development of sense of rhythm through bodily movement
Learning about music by listening

COURSE CONTENT AND DESCRIPTION

Learning many songs - seasonal and unit related (by rote)
Recognizing steps and skips in melody
Clapping and feeling meter by recognizing the accented beat
Use of rhythm band instruments
Learning simple dances as "Shoo Fly", "Shake My Hand"
Dramatizing songs
Listening - such as "Carnival of the Animals", Saent Saens
"Nutcracker Suite", Tchaikowsky

Instructional Activities:

Clapping, marching and other body movements to teach beat and accent.

Blackboard diagrams and hand motions to teach pitch, step and skip intervals.

Using the tuned bells to demonstrate steps up and down.

Guessing what animal the composer had in mind (Carnival of Animals) to help the child feel and understand that music speaks to us.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Seasonal songs - Autumn - Harvest - Christmas
2. Songs to enrich social studies units
3. Clapping to music

SECOND
1. Use of rhythm band instruments
2. Seasonal songs
3. Songs to enrich class program

THIRD
1. Recognizing steps and skips in melody
2. Use of rhythm band instruments
3. Dramatizing songs
4. Listening to good music (recordings)

Course Title: Music
Department : Music

Grade Level: Grade 3

COURSE OBJECTIVES

To enjoy singing and learn many songs
To use eyes as well as ears to learn a song - first use of music text
To improve tonality and rhythm skills
To become aware of harmony in music
To learn to enjoy music of great composers through directed listening (records)

COURSE CONTENT AND DESCRIPTION

First use of text - watching the notation of a song while listening to it as an introduction to music reading
Becoming familiar with elemental music symbols - notes, spaces, lines, staff, measure, rest, fermata, time signatures etc.
Extensive use of rhythm instruments introducing tambourine, maracas, tuned bells (zylophone type) and auto harp and Swiss type bellringer bells
Dramatizations and dances such as "Teru-Bozu", "Hawaiian Rainbow" "Indian dances"
Foreign language songs - French, German, Spanish, Japanese
Correlation with social studies units - such as Indians, Eskimos etc.
Listening to records such as "The Nutcracker Suite" Tshaikowsky, "Children's Corner Suite" Debussy, "Little Train of the Brazilian Highland" Villa-Lobos
Round singing and use of autoharp to experience harmony

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. First use of music book
2. Learning to watch notation of a song
3. Learning music symbols: notes, spaces etc.

SECOND

1. Extended use of rhythm instruments
2. Foreign language songs: Spanish, French etc.
3. Use of autoharp

THIRD

1. Songs to correlate with social studies units
2. Listening to good music
3. Increasing use of text and music symbols

Course Title: Music
Department : Music

Grade Level: Grade 4

COURSE OBJECTIVES

To make singing and all music enjoyable
To learn more about music fundamentals as a step to music reading
To improve tonality and rhythm skills
To experience harmony
To further acquaintance with works of great composers
To become aware of the many musical instruments - their use and sound

COURSE CONTENT AND DESCRIPTION

Using the notation to help learn rote songs - using notation to play tuned bells (Note names taught)
Further acquaintance with music symbols including writing them on staff paper
Extensive use of rhythm instruments; playing tuned bells and autoharp
Correlation with social studies units
Correlation with art - example: making the "Pictures at an Exhibition" and a movie of "Danse Macabre"
Developing harmony experiences with autoharp, descants played on tuned bells, rounds
An extensive unit on Band, Orchestra Instruments using records, actual demonstrations of instruments, and attendance at a band concert
Listening to great music such as "Stars and Stripes Forever", Sousa, "Peer Gynt", Grieg, "Danse Macabre", Saint Saens
Foreign Language songs

INSTRUCTIONAL ACTIVITIES

Further use and development of activities used in Grade 3
First actual music reading experience when after learning note names, child plays a new song on the tuned bells and discover the melody for himself
Other activities listed in course outline

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Using notation to help learn rote songs
2. Further acquaintance with music symbols
3. Extended use of rhythm instruments - bells and autoharp

SECOND
1. Songs correlated with social studies
2. Developing harmony experiences with autoharp, tuned bells
3. Extensive unit on band, orchestra using records, listening to a real band

THIRD
1. Listening to great music
2. Songs correlated with art
3. Songs correlated with Social Studies
4. Foreign language songs

Course Title: Band Grade Level: Grade 5
Department : Instrumental Music

COURSE OBJECTIVES

1. To develop an understanding of good music
2. To develop a desire for good music in its various forms
3. To develop musical disciplines according to the musical rules and styles
4. Progressive development of instrumental technics and styles
5. Progressive learning of different rhythmic patterns and key signatures
6. To develop responsibility and understanding in the needs of their musical organization
7. Responsibility toward the fellow student and toward the school
8. To serve the school according to the students' ability and opportunity
9. To encourage students with special ability to develop their talents by intensive practice

COURSE CONTENT AND DESCRIPTION

Developing correct instrumental technics. Correct embouzures, correct tonguing technics; correct breathing good practice habits; teaching the technical principles of different instruments; instrument card.

Study of the major scales up to two sharps and two flats. Study of the intervals. Studies of the different rhythmic excersises that handle whole notes and rests, quarter notes and rests, eighth notes and rests. Studies of different time signatures. 2/4, 3/4, 4/4, and cut time. Studies in dynamics; Studies of simple musical terms.

Parallel to rhythmic exercises simple melodies and folk tunes will be introduced. Simple harmonic exercises: Rounds.

Instructional activities:

Studies of the intervals and of the major scales, up to two flats and two sharps. Studies in good intonation and dynamics by specially designated exercises. Study of the simple musical terms. Practices in different key signatures and in different rhythmic patterns outlined above. Exercises in harmony. Rounds. The fifth grade band performs at least once a year to an audience (parents)

EVALUATION

Each student is evaluated according to his ability in instrumental technics. In his ability to perform on the instrument the learned rhythmic patterns correctly; understanding and knowing the basic music theory that is learned during the course. In his ability of following directions and in his overall contribution to the group. This includes the willingness for cooperation, ambition in learning and practice, and in his total participation of the group activities.

Course Title: Music
Department : Music
Grade Level: Grade 5

COURSE OBJECTIVES

1. Enable the student to participate in a variety of musical activities
2. Acquaint them with various singing and listening materials
3. Help the student develop an appreciation for some form of music
4. Show students how music is related to other subject areas

COURSE CONTENT AND DESCRIPTION

In the 5th grade music we sing various songs that deal with different parts of the United States. The children learn different square dances that come from the south. They also put on two programs - one at Christmas time and one in the spring. Fifth grade students learn a little about notes and rests and they begin to learn about the counting of notes. In fifth grade we begin to learn about proper breathing techniques as we do vocal warm up exercises.

In the fifth grade we sing more for enjoyment rather than drilling on perfection of songs. The students learn about rhythm by playing rhythm instruments and the autoharp. They learn how to square dance and also they discover that music is related to other subject areas. They also prepare for two programs.

EVALUATION

Students are evaluated on attitude, aptitude, participation and cooperation.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Songs of the New England States - films and records
2. Play the autoharp - learn correct method
3. Songs of the Middle Atlantic States; film
4. Halloween songs
5. Thanksgiving songs
6. Christmas songs, Holiday songs for Christmas concert
7. Patriotic songs

SECOND
1. Autumn songs
2. Songs of the South Atlantic States
3. Songs of the South Central States
4. Square Dancing
5. Civil War Songs
6. Songs of the North Central States
7. Valentine Songs

THIRD
1. Songs about Washington and Lincoln
2. Songs of the Mountain States - films and records
3. Winter Songs
4. Songs of the Pacific States
5. Songs of Hawaii and Alaska
6. Songs of Mexico
7. Rhythm instruments
8. Autoharp accompaniment
9. Songs of Canada - films and record
10. Songs of W. Indies and South America
11. Songs for Spring
12. Prepare for Spring assembly

Course Title: Band   Grade Level: Grade 6
Department : Instrumental Music

COURSE OBJECTIVES

1. Progressive development of the understanding and desire for good music
2. Progressive development of musical disciplines according to the rules and styles of the different forms of music
3. Progressive development of instrumental techniques and styles
4. Progressive learning of different rythmic patterns and key signatures
5. Developing responsibility and understanding in the needs of their musical organization
6. Responsibility toward the fellow student and toward the school
7. To serve the school according to the students ability and opportunity
8. To encourage students with special ability to develop their talents by special practice, solo and ensemble playing and performances

COURSE CONTENT AND DESCRIPTION

Progressive development of the correct instrumental techniques: correct embouzures, tonguing, breathing and breath support, good practice habits, instrument care.

Studies of the major scales and minor scales up to three flats and three sharps. Studies of the intervals. Studies of the different rhythmic exercises that handle: whole notes and rests, quarter notes and rests, half notes and rests, sixteenth notes and rests. Studies in different time signatures; 2/4, 3/4, 4/4, cut time 3/8 and 6/8. Progressive development of dynamics. Studies of more musical terms. Exercises in harmony. Simple band music, especially edited for the elementary band use.

Instructional Activities:

1. Practice in unison
   scales
   intervals
   different rhythmic exercises as listed above
2. Exercises in harmony
3. Exercises in dynamics
4. Individual class room performances
5. Band music
6. The sixth grade band performs at least once a year to the audience

EVALUATION

Each student is evaluated according to his ability in instrumental techniques. In his ability to perform the learned rhythmic patterns correctly . . . understanding and knowing the basic music theory that is learned during the course. In his ability of following directing, and in his overall contribution, ambition in learning and practice, and in his total participation of the group activities.

Course Title: Music   Grade Level: Grade 6
Department : Music

COURSE OBJECTIVES

1. Enable the students to participate in a variety of musical activities
2. Acquaint them with various singing and listening material a little more difficult than they had in the 5th grade
3. Help students develop an appreciation for at least one form of music
4. Show how music is related to other subject areas

COURSE CONTENT AND DESCRIPTION

The 6th grade music students learn more about the fundamentals of music. They learn how to read notes and count measures quite well. They learn how to identify leger lines and write measures of music. They sing songs for enjoyment from other countries of the world which they study in Social Studies. They also learn dances from other countries.

In 6th grade music, we still sing for enjoyment however, we do begin to work on developing some good singing techniques. The students play rhythm instruments and lummi and bamboo sticks to help them with rhythms. We also learn more about how music is related ot other subject areas.

I am also going to try taping the 6th grade music classes to we can evaluate in class some of the good and bad points of singing.

EVALUATION

Students are evaluated on attitude, aptitude, participation and cooperation.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Folk dances of other countries
2. Songs of Northern European Countries
    a. Norway
    b. Sweden
    c. Finland
    d. Denmark
    e. Netherlands
    f. Belguim
3. Songs of France
4. Songs of Portugal and Spain
5. Songs of Italy
6. Songs of Austria and Switzerland
7. Songs of Germany
8. Czechoslavakian folk songs
9. Valentine Day songs
10. Songs for Washington and Lincoln's birthday
11. Theory - Thime signatures and writing measures
12. Winter songs

SECOND

1. Israeli folk songs
2. Songs of China and Japan
3. Songs of the Philippines
4. African folk songs
5. Lummi sticks
6. Bamboo sticks
7. Easter songs
8. Spring songs
9. Folk dancing
10. Prepare for Spring Assembly
11. Rounds and Cannons
12. Songs of Greece
13. Music theory - clifs, notes lines and spaces, leger lines

THIRD

1. Halloween Songs
2. Patriotic Songs
3. Thanksgiving songs
4. Folk dance from Greece
5. Christmas songs
6. Get ready for Christmas Concert
7. Film and record of "The Sorcerer's Apprentice" & "William Tell Overture"
8. Autumn Songs
9. Songs of Great Britain
    A. Ireland, Scottland, Wales

Course Title: Art
Department : Art
Grade Level: Grade 6

COURSE OBJECTIVES

1. To develop an awareness of beauty in the environment
2. To help children express the beauty they see and the emotions they feel
3. To help children appreciate the artistic efforts of others
4. To help children realize that creativity relates to all of their being
5. To develop the skills in the use of the various art media

COURSE CONTENT AND DESCRIPTION

Our projects vary according to the special interests of the children but we have provided many varied experiences in the use of the following:

1. Sand casting
2. Posters and lettering
3. Advanced crayon, chalk, painting
4. Sketching
5. Stitchery or Weaving
6. Monochrome and color studies
7. Construction
8. Clay modeling or pottery
9. Perspective
10. Figure studies
11. Sculpture - sand core and alabaster
12. Block-printing
13. Aluminum etching

COURSE OUTLINE BY TRI-SEMESTER

Construction
Clay modeling or pottery
Figure studies
Sculpture - sand core and alabaster
Block printing
Aluminum etching
Mosaics
Mobiles

FIRST

1. Sand Casting
2. Posters and Lettering
3. Advanced crayon, chalk, painting
4. Sketching
5. Stitchery and weaving

SECOND

1. Monochrome and color studies
2. Perspective
3. Collage
4. Construction
5. Clay modeling or pottery

THIRD

1. Figure studies
2. Sculpture - sand core and alabaster
3. Block printing
4. Aluminum etching
5. Mosaics
6. Mobiles

Course Title: Exploratory Art
Department : Fine Art
Grade Level : 7th Grade
Course Number: ________

INTRODUCTION

Art teachers have a particularly significant role to play in seeking answers to the questions propounded below. Together with teachers in other creative fields, they can offer adolescents those means of expression that will assuage the difficulties encountered by pupils. But even more, art can put to immediate use, in a positive manner, the urges and the energies so typical of this group. Perchance, through self-expression they may be led to self-discovery, self-esteem, and self-adjustment. If this can be accomplished to any appreciable degree, the behavior changes that will have taken place will justify whatever efforts have been made in the direction.

COURSE OBJECTIVES

1. Art activities should provide for the continuous development of each individual pupil.
2. Art activities should develop assurance, pride and confidence in each pupil.
3. Encourage each pupil to search for the techniques that will facilitate expression.
4. Stimulate each pupil to solve creative and aesthetic problems.
5. Utilize the personal endowment and experiences of pupils, widen their interests, and their desire for a larger sphere of activity in many aspects of living.
6. Realization of the meaning of creativity.
7. Exploration and basic knowledge of a wide range of art medias, techniques skills, and areas.
8. Give students an adequate background in art, as we develop interest and appreciation for future exposure, expression, and application.
9. Place art in the realm of possibility for future evaluation and self-expression.

EVALUATION PROCEDURES

Emphasis is placed upon the students interest in subject matter and how they apply themselves. Developing interest and exposure being the core. Creativity is urged and discussions are geared to observation of it but the students are competing with themselves, rather than that of the rest of the class. Each area will be accompanied by a short quiz of basic knowledge of area, skill or techniques.

COURSE OUTLINE BY TRI-SEMESTER

1. Art Appreciation & History
2. Introduction to Elements of Design
3. Freehand Drawing
4. Painting
5. Ceramics
6. Printing
7. Sculpture
8. Seasonal Craft

Course Title: Choir
Department : Music

Grade Level : 7th Grade
Course Number: ________

COURSE OBJECTIVES

1. To foster interest in and appreciation for music.
2. To acquire some knowledge of composers, musical instruments, and various kinds of music.
3. To take part in a musical expression: singing, square dancing, folk dancing etc.

COURSE CONTENT

The students in 7th grade choir will learn to respond creatively to music by creating pantomines which they perform for the class. They will learn to play the autoharp coordinating their brands. They will also learn to develop some of the techniques of singing which they learned in 6th grade.

Class periods will be devoted to ehlping the student develop an appreciation for music of various types. This is done by listening to records, creating pantomines, giving reports dealing with some phase of music and singing some songs the student likes to sing.

EVALUATION PROCEDURES

Students are evaluated somewhat on quizzes, written assignments, written reports, and pantomines, but basically on attitude, cooperation and participation.

COURSE OUTLINE BY TRI-SEMESTER

1. music theory - notes etc.
2. pantomines (creative activity)
3. reports - given orally
4. study composers
5. autoharp - learn to play it
6. groups perform in Christmas and spring concert
7. singing

Course Title: 7th Grade Band | Grade Level: 7th Grade
Department : Instrumental Music

COURSE OBJECTIVES

1. To develop a desire for good music in its various forms.
2. To develop an understanding of good music.
3. To develop musical discipline for playing music according to the rules and styles of the classical and modern schools.
4. Progressive development of instrumental technics and styles.
5. Progressive learning of different rhythmic patterns and key signatures.
6. To develop responsibility and understanding in the needs of their musical organization.
7. To develop respect and responsibility toward their fellow students and toward the school.
8. To serve the school according to their ability and opportunity.
9. To encourage students with special ability to develop their talent by intensive practice, solo and ensemble work.

COURSE CONTENT

Study of the minor and major scales up to 3 flats and 3 sharps. Study of intervals. Study of rhythmic exercises which handle sixteenth notes and rests, eight notes and rests; quarter notes and rests with different key signatures and different rhythmic patterns. Exercise with dynamics. Study of the musical terms; study of the intervals; exercise in the following time signatures 2/3, 3/4, 4/4, cut time; 3/8, 6/8. Excercise with dotted notes and ties. Study of the program music; Overtures Marches; Folk Music; Popular Music; Classical Music in its simplist forms; dance music; and tone poems.

Some of the instructional activities are: Study of the intervals and scales; practices of the minor and major scales up to 3 flats and sharps. Study of the musical terms. Study in intonation and dynamics by specially designated exercises. Practices in different rhythmic patterns and key signatures as indicated in the course description. Study and practice of the program music. Exercises in blend and dynamics. In the frame of instructional activities belong also the performances for the audiences. The Junior Band gives at least one public concert in each semester. Participates in school assemblies if so requested. Takes part in MSBOA band festivals and contests. Its members participate voluntarily in the solo and ensemble festivals. The Junior Band may provide music also for the community events, if so requested.

EVALUATION PROCEDURES

Each student is evaluated according to his ability in instrumental techniques, in his ability to perform on the instrument, the learned rhythmic patterns correctly, understanding and knowing the basic music theory, and musical terms, in his ability to follow directing and in his overall contribution to the group which includes the willingness for cooperation, ambition in learning and practicing and in his overall participation in the activities of the band.

FIRST

I. First division Band Method-book 2
II. Fun with Fundamentals
III. Progressive development of rhythmic patterns
IV. Scales up to three flats and sharps

SECOND

I. Exercises in harmony
II. Program Music
III. Preparation for Christmas Concert
IV. First Division Band Method-book 3

THIRD

I. Progressive development of rhythmic patterns
II. Exercises in harmony
III. Program music for band contest and festivals
IV. Preparation for Spring Concert

Course Title: Exploratory Art Grade Level: 8th
Department : Fine Arts

COURSE OBJECTIVES

1. Art activities should provide for the continuous development of each individual pupil.
2. Art activities should develop assurance, pride, and confidence in each pupil.
3. Encourage each pupil to search for the techniques that will facilitate expression.
4. Stimulate each pupil to solve creative and aesthetic problems.
5. Utilize the personal endowment and experiences of pupils. Widen their interest, and their desire for a larger sphere of activity in many aspects of living.
6. Realization of the meaning of creativity.
7. Exploration and basic knowledge of a wide range of art medias, techniques, skills, and areas.
8. Give students an adequate background in art, as we develop interest and appreciation for future exposure, expression and application.
9. Place are in the realm of possibility for future evaluation and self expression.
10. Continue and enlarge art experiences from previous years.

COURSE CONTENT

1. Art Appreciation
2. Review
3. Broadening of basic skills in drawing with more depth
4. Introduction (formed) of chalk, charcoal
5. Color theory
6. Introduction of sculpture as a 3-D media to art
7. Ceramics
8. Lettering
9. Painting
10. To emphasize the importance of art to the community, individual society.
11. Printing
12. Painting
13. Study in texture
14. Craft projects

The instruction of this class is arranged so, as to give the student a varied art experience and in no way will any area of investigation be long or detailed. The student will see and hear art from community people, artists, craftmen, and the instructor as to skills and techniques and demonstrations. The students knowledge will be broadened by supplemented talks by artists. Guild members giving slice talks. Films will be used also to broaden the students knowledge as will filmstrips, and the over head projector. Fieldtrips will be employed in the area or medias that will give the students a better understanding and appreciation of art.

EVALUATION PROCEDURES

Emphasis is placed upon the students interest in subject matter and how they apply themselves. Developing interest and exposure being the core and rules of perspective drawing and ceramics. Creativity is urged and discussion is geared to observation of it but the students are competing with themselves, rather than that of the rest of the class. Each area will be accompanied by a short quiz on basic knowledge of area, skill or technique.

COURSE OUTLINE BY TRI-SEMESTER

I. Art Appreciation

II. Review

III. Broadening of basic skills in drawing with more depth

IV. Introduction-chalk, charcoal

V. Color theory

VI. Introduction of sculpture

VII. Ceramics

VIII. Lettering

IX. Painting

X. Importance of Art to the Community, individual society

XI. Printing

XII. Painting

XIII. Study in texture

XIV. Craft projects

Course Title: Choir
Department : Music

Grade Level : 8th
Course Number:

COURSE OBJECTIVES

1. To foster interest in and appreciation for music.
2. To acquire some knowledge of composers, musical instruments, and various kins of music.
3. To take part in a musical expression: singing, square dancing, folk dancing, etc.

COURSE CONTENT

The students in 8th grade music will learn to respond creativly song tests. They will do drawings of what they hear as they listen to various tunes from broadway musicals.

They will also work on some of the techniques of singing and using their voice properly.

Class periods will be devoted to helping the students develop an appreciation for some types of music. This is done by listening to records, singing songs the students like, giving reports dealing with music and creating a song fest.

STUDENT EVALUATION PROCEDURES

The students are evaluated somewhat on their theory quizes, and the presentation of their song tests and their reports, however their grade is basically determined by attitude, cooperation and participation.

COURSE OUTLINE BY TRI-SEMESTER

1. Music theory - 2 groups; one advanced, one beginning
2. Song Tests (creative activity)
3. Show music
4. Reports given orally
5. Program music
6. Singing
7. The 2nd & 4th 9 weeks perform christmas and spring concerts.
8. All 9 weeks groups do approximately the same things so I can keep them together in preparation for Senior High Choir.

Course Title: Art I
Department : Fine Arts
Grade Level : 9th-12th
Course Number: A-900

COURSE OBJECTIVES

1. Broaden and intensify previous knowledge gained in Middle School, 7th and 8th grade exploratory Art.
2. Introduce and add new uses of media.
3. Develop depth of understanding of art.
4. Develop not only skills, but ability to judge the value of their own work.
5. Give those unfamiliar with the program basic understanding from which to build.
6. Appreciation of art and a development of sensitivity to the world and people around them.

COURSE CONTENT DESCRIPTION

A concern for the art elements (line, space, form, value, color, and texture) runs throughout the course and is considered in composition, and evaluation. Balance, proportion, emphasis, and rhythm, principles of design, are also stressed. The materials introduced here include: pencil, pastels, charcoal, ink, watercolor, and paper for basic work with the art elements. In the third dimension, balsa, plaster, and clay are used, and cork and linoleum block from the printing media.

Drawing plays an important part of this year, stressing shape, shading, texture, and figure drawing. Still lifes, outdoor scenes, and classroom models are used as subject matter.

Clay is shown in its various uses: pinch and coil methods, sculpture, various decorative pieces, and is used on the potter's wheel. A basic skill is begun, to be emphasized later.

There is concern for displays, posters, bulletin boards, leather tooling, place mats, illustration and material printing, and throughout, a consideration of clarity, interest, and color relationships.

Through the year art history is explored, and students are encouraged to evaluate the works by the above stated elements and principles.

As many areas or medias have been introduced in the previous year, the instructor will use new methods to broaden the students previous knowledge. Introduction of new areas will be conducted by the instructor or a resource person. The purpose of this course is to deepen the students understanding and appreciation of art.

EVALUATION PROCEDURE

Students are required to hand in each week five sketched which they did at home while observing the subject matter. Self-evaluation is conducted both verbally with individuals and in class critique. Criteria are the elements and principles already known and specific points as established before hand with each project. The instructor will require certain projects from each area, but the emphasis is placed upon whether the student worked to his ability, not in comparison to peers.

COURSE OUTLINE BY TRI-SEMESTER

I. Elements of Design

II. History of Art

III. Art Appreciation

IV. Review of Elements of Design

V. Free hand drawing

VI. Introduction of chalk and charcoal to figure and free hand drawing

Course Title: Arts & Crafts
Department : Practical Arts

Grade Level: 9th-12th
Course Number: A-901

COURSE OBJECTIVES

1. Broaden and intensify previous knowledge of crafts gained in Middle School, 7th and 8th grades and add new uses of new media.
2. Develop an appreciation for the art field.
3. Develop knowledge of art field.
4. Give those unfamiliar with the program basic understanding from which to build.
5. To encourage mechanical and physical skills in useful craft projects.
6. Develop skills that might be useful in free time activities.

COURSE CONTENT & DESCRIPTION

Preceding the individual work to be done by the students, they should receive instructions on elements of design. The work to be done requires the application of correct art principles. If the craftsmen has imagination and creative ability, the product of his handwork will reveal these qualities. Creative ability is not something that can be taught, but it can be guided by instruction and observation.

As many areas or medias have been introduced in the previous year, the instructor will use new methods to be conducted by mechanical and physical creative skills that might be useful in free time activities.

EVALUATION PROCEDURES

Self-evaluation is conducted both verbally with individuals and in class critique. Criteria are the elements and principles already known and specific points as established before hand with each project. The instructor will require certain projects from each area, but the emphasis is placed upon whether the student worked to his ability, not in comparison to peers.

COURSE OUTLINE BY TRI-SEMESTER

1. Fundamentals of art
2. Leather
3. Metal work
4. Pottery
5. Weaving
6. Printing
7. Misc. Crafts
8. Paper Mache
9. Tissue Craft
10. Decoupage
11. Holiday Projects
    a. Christmas
    b. Easter
    c. Etc.

Course Title: Art I
Department : Fine Arts
Grade Level : 9th-12th
Course Number: A-900

COURSE OBJECTIVES

1. Broaden and intensify previous knowledge gained in Middle School, 7th and 8th grade exploratory Art.
2. Introduce and add new uses of media.
3. Develop depth of understanding of art.
4. Develop not only skills, but ability to judge the value of their own work.
5. Give those unfamiliar with the program basic understanding from which to build.
6. Appreciation of art and a development of sensitivity to the world and people around them.

COURSE CONTENT DESCRIPTION

A concern for the art elements (line, space, form, value, color, and texture) runs throughout the course and is considered in composition, and evaluation. Balance, proportion, emphasis, and rhythm, principles of design, are also stressed. The materials introduced here include: pencil, pastels, charcoal, ink, watercolor, and paper for basic work with the art elements. In the third dimension, balsa, plaster, and clay are used, and cork and linoleum block from the printing media.

Drawing plays an important part of this year, stressing shape, shading, texture, and figure drawing. Still lifes, outdoor scenes, and classroom models are used as subject matter.

Clay is shown in its various uses: pinch and coil methods, sculpture, various decorative pieces, and is used on the potter's wheel. A basic skill is begun, to be emphasized later.

There is concern for displays, posters, bulletin boards, leather tooling, place mats, illustration and material printing, and throughout, a consideration of clarity, interest, and color relationships.

Through the year art history is explored, and students are encouraged to evaluate the works by the above stated elements and principles.

As many areas or medias have been introduced in the previous year, the instructor will use new methods to broaden the students previous knowledge. Introduction of new areas will be conducted by the instructor or a resource person. The purpose of this course is to deepen the students understanding and appreciation of art.

EVALUATION PROCEDURE

Students are required to hand in each week five sketched which they did at home while observing the subject matter. Self-evaluation is conducted both verbally with individuals and in class critique. Criteria are the elements and principles already known and specific points as established before hand with each project. The instructor will require certain projects from each area, but the emphasis is placed upon whether the student worked to his ability, not in comparison to peers.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

I. Elements of Design
II. History of Art
III. Art Appreciation
IV. Review of Elements of Design

SECOND

I. Freehand drawing
II. Introduction of chalk & charcoal to figure and free hand drawing
III. Painting
IV. Sculpture-uses of medias below to develop 3-D expression
V. Graphic Arts

THIRD

I. Ceramics-Pottery
II. Textile Craft
III. Holiday Craft
IV. Copper Enameling and Copper Tooling

Course Title: Choir
Department : Music

Grade Level: 9th-12th
Course Number: V-901

COURSE OBJECTIVES

1. To enrich and make more interesting the lives of those who learn to participate in music.
2. To develop technical skills to enable the student to make a positive contribution to a singing group.
3. To make a student aware of cultural activities of their own community and the communities around them.
4. To motivate them so they will, as adults, take an active part in such activities.
5. To find, develop and encourage outstanding talents.
6. To provide opportunities which will allow them to realize in a performance the pleasure and satisfaction that comes from the experience of sharing a talent and giving pleasure to others.

COURSE CONTENT

The student enrolled in senior high choir will learn to read notes, count time, know terms and signs which indicate expression and phrasing, learn to produce a good tone by accomplishing the techniques of proper breathing and tone placement for resonance. He will learn to sing a harmony part and to contribute to a total musical product. He will also learn to appreciate various types of music. Progress can be measured by the students themselves by taping the rehearsals.

Class periods will be devoted to learning the fundamentals of singing; studying singing, and gaining an appreciation for music of different periods; preparing programs for assemblies, community affairs, special concerts and musicals. Competition in festivals adds an incentive to the daily work.

EVALUATION PROCEDURES

Students are evaluated somewhat on written theory tests and sight singing and dictation. Basically, however, they are evaluated on attitude, and participation

COURSE OUTLINE BY TRI-SEMESTER

I. Begin introductory theory with 2 groups-advanced and beginning group. Have several quizzes over material.

II. Begin working on Holiday music for the Christmas Concert.

III. Work also on Christmas solos and ensembles.

IV. Present the Christmas Concert.

V. Work on more music theory.

VI. Do some listening to music from other periods.

Course Title: Choir
Department : Music

Grade Level: 9th-12th
Course Number: V-901

COURSE OBJECTIVES

1. To enrich and make more interesting the lives of those who learn to participate in music.
2. To develop technical skills to enable the student to make a positive contribution to a singing group.
3. To make a student aware of cultural activities of their own community and the communities around them.
4. To motivate them so they will, as adults, take an active part in such activities.
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COURSE CONTENT

The student enrolled in senior high choir will learn to read notes, count time, know terms and signs which indicate expression and phrasing, learn to produce a good tone by accomplishing the techniques of proper breathing and tone placement for resonance. He will learn to sing a harmony part and to contribute to a total musical product. He will also learn to appreciate various types of music. Progress can be measured by the students themselves by taping the rehearsals.

Class periods will be devoted to learning the fundamentals of singing; studying singing, and gaining an appreciation for music of different periods; preparing programs for assemblies,community affairs, special concerts and musicals. Competition in festivals adds an insentive to the daily work.

EVALUATION PROCEDURES

Students are evaluated somewhat on written theory tests and sight singing and dictation. Basically, however, they are evaluated on attitude, and participation.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

I. Begin introductory theory with 2 groups-advanced and beginning group. Have several quizzes over material.
II. Begin working on Holiday music for the Christmas Concert.
III. Work also on Christmas solos and ensembles.
IV. Present the Christmas Concert.

SECOND

I. Work on more music theory.
II. Do some listening to music from other periods.
III. Begin work on Spring music for the Spring Concert and graduation.
IV. Work extensively on the concert music.

THIRD

I. Attend some college choir concerts.
II. Perform at the Spring Concert.
III. Perform for Baccleaurate.

Course Title: Senior Band
Department : Instrumental Music

Grade Level: 9th-12th
Course Number: V-900

COURSE OBJECTIVES

1. To develop the understanding and appreciation of good music.
2. To develop a desire for good music in its various forms.
3. To develop musical discipline for playing music according to the rules and styles of the classical and modern schools.
4. Progressive development of instrumental technics and styles.
5. Acquainting the students with the highlights of the music history. By studying the different eras of music, their most important composers and the important works of the classical, romantic, and modern eras.
6. To develop understanding and responsibliity toward their musical organization as related to their school and community.
7. To develop good comradeship, and the feeling of belonging in and among the musical groups of the school, and outside of the school.
8. To develop respect and responsibility toward the fellow students and toward the school.
9. To serve the school, school organizations and community according to their ability and opportunity by providing wholesome and cultural entertainment in concerts, ensemble performances, band festivals, parades, school festivities and assemblies.
10. To encourage students with special talents to develop their abilities by intensive practice, solo and ensemble work.

COURSE CONTENT & DESCRIPTION

1. Study of the minor and major scales up to three flats and three sharps.
2. Rhythmic and technical exercises.
3. Cut time, 3/8, 5/8, 6/8, time signatures.
4. Combinations of the exercises and rests, eight notes and rests, quarter notes and rests, dotted eights and dotted quarters.
5. Development of a good staccato and legato style, by special exercises and program music, exercises in dynamics and accelerated speeds.
6. Study of the intervals: minors, majors, perfects, diminished and augmented. Study of the chords, minors, majors, inversions, dominate sevenvent.
7. Elements of the basic harmony.
8. Learning and practicing program music: It must contain Overtures, tone poems, marches, modern music dance forms of the various kinds, folk music, spirituals, patriotic music, popular music, and music of the different musical eras: classical, romantic and modern.

Some of the instructional activities are: Practices and exercises in technical development; scales - majors, minors; exercises with various rhythmical patterns and key signatures; learning of program music; special attention is given to good intonation; blend and balance; accuracy in rhythmic pattern dynamics; changes in tempos; precision in rhythm

EVALUATION PROCEDURES

Each student is evaluated according to his ability in instrumental technics, his ability to perform learned rhythmic patterns correctly, understanding and knowing the musical terms, in his ability to follow direction precisely and in his overall contribution to the whole group; which includes the willingness and desire for good cooperation, ambition in practicing and learning, and in his participation of the group activities.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

I. Marching Band
II. Student Assemblies
III. Christmas Concert

SECOND

I. Progressive study of scales and rhythmic patterns
II. Solo ensemble festival preparation
III. M.S.B.O.A. Band Festival Preparation

Third

I. Spring Concert
II. Visit concert to a different high school
III. Progressive study of scales and rhythmic patterns

Course Title: Art II
Department : Fine Arts

Grade Level : 10,11,12
Course Number: A-001

COURSE OBJECTIVES

1. To build upon previous knowledge
2. To broaden knowledge of art by addition of new materials
3. Students are expected to be familiar with the basic theories of art, and its skills
4. Intensify the understanding and abilities, both by deepening known skills and introducing new
5. Allow more time to develop individual interest and projects
6. Develop in the students responsibilities of individualized work in prelude for the third year of study
7. Develop an appreciation for art and sensitivity to the world around them

COURSE CONTENT & DESCRIPTION

The emphasis this year is proficiency, sharpening the students eyes and minds, repeating some projects with a new problem such as using the fewest lines possible in figure drawing, and introducing more difficult, yet related projects. This includes woodcuts, silk screen, intensive work in the potter's wheel, painting with oils, tempera, acrylics, and making jewelry.

In general, new instructional method is employed at this level. Students are expected to be able to work independently.

EVALUATION PROCEDURE

Evaluation is handled in much the same way as in the first year, depending more upon the class critique with less required but more being done because of interest in subject matter.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

I. Review of previous year's work and addition of new medias (2-4 weeks)
II. Work drawing and painting into 3-D clay composition (2 wks.)
III. Negative and Positive Composition (1 week)
IV. History of Art - Art's reflection on civilization (1 week)

SECOND

I. Color Unit (1 week)
II. Painting (4-6 weeks)
III. Jewelry (2 weeks)

THIRD

I. Advanced work in several fields, such as Ceramics, silk screening, etc.
II. Craft Activities
III. Advanced Sculpture
IV. Commercial Art

Course Title: Art III
Department : Fine Arts

Grade Level : 11-12
Course Number: A-100

COURSE OBJECTIVES

1. Obtainment of personal goals
2. Investigation of personal capabilities
3. Interaction of student and instructor evaluating the students work
4. Development of individuals able to work independently of others

COURSE CONTENT

The content of the course depends upon the students in it. They decide their path of study, and only occasionally does the advisor dictate. This procedure is followed so that the students are truly on an independent study situation, having discussion with the advisor for only specific problems or to become more familiar with a new media or techinques.

The feeling is, that having been given a solid basis in art, a student must be permitted to create in his interest areas and at his own speeds.

Having been given a sound foundation in which to work, the student will produce at his own speed and will pick his own method of instruction. The instructor will be present only when the student wishes or when the instructor feels a need for consultation with the student. A face to face consultation with each student at the end of each marking period.

EVALUATION PROCEDURES

Evaluation will be based upon the quality and quantity of creativity that the student produces, working at his own speed with four basic theories and principles.

COURSE OUTLINE BY TRI-SEMESTER

No course outline necessary as it is independent study.

PHYSICAL

EDUCATION

Course Title: Safety, Health, Physical Education
Department : Health Grade Level: Kindergarten

COURSE OBJECTIVES

1. To learn and understand safety rules
2. To learn reasons for observing and practicing health habits in daily living
3. To develop body skills through proper exercise and games
4. The importance of knowing and understanding the proper use of medicines, safety in the home, garage and farm equipment
5. To further the development of necessary and appropriate vocabulary

COURSE CONTENT & DESCRIPTION

A. Safety:

The content for safety includes the understanding of safety rules in the schoolroom, hall, and playgrounds. The safety rules are formulated with the children and teacher discussions. These are then more fully explained through the use of study prints, film strips and movies. Safety rules for bus riders and pedestrians are taught and presented in the same manner.

Safety rules are constantly reinforced during the school day. Rules are suggested prior to the various activities so that safety precautions will be observed.

Rules for home safety are also stressed in a similar manner

B.Health:

Cleanliness, rest, eating well planned meals, and other health habits are presented during the day - month - year of kindergarten. Pupil-teacher discussions may preceed or follow presentations of study prints, films, movies, and charts. Reasons for the practice of acceptable habits are discussed so that the understanding becomes part of the childs own nature.

C. Physical Education:

The physical education program teaches not only necessary skills but also helps to orient the child to the parts of the body, then to the area around him, then to apparatus and other individuals. The last phase is in relationship to groups.

The program includes exercises, development of skills, for example: walk on a line, run, leap, hop (1 foot, then the other) jump, gallop, slide-step-slide, and skip, games, activities using apparatus and small equipment, stunts and tumbling, ball skills, relays, track and field events and games. Games include classroom games, quiet and active type, singing or rhythm games and games which utilize the movement skills mentioned above.

Safety precautions and rules are discussed prior to the activity being presented, as a part of the lesson.

Instructional Activities:

The activities have been included, in part, in the content for Safety and Health.

Appropriate films, movies, charts, study prints, and records are used. Discussions by the pupil and teachers help in the individual understanding. Actual experience of preparing, serving, eating, and clean-up of a "Good-Breakfast" helps the child to realize the importance of eating breakfast before coming to school.

The Physical Education program is active participation. Records or piano are used for rhythm and singing games.

EVALUATION

The evaluation of the child is based on participation in class discussions, interest in the A-V materials, and practice in the safety and health rules.

A check sheet which corresponds to the physical education program will show strengths and weaknesses of the individuals performance.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Safety
    - A. classroom practices
    - B. playground practices
    - C. bus safety
    - D. pedestrian safety
    - E. safety at home
    - F. fire safety
2. Health
    - A. need for practicing desirable habits of:
        1. eating
        2. cleanliness
        3. rest
    - B. learning to dress for weather
    - C. other instances according to the individual needs
    - D. study of Family Living

SECOND

1. Physical Education
    - A. observing necessary precautions at all times
    - B. activity involving playground equipment
    - C. participation in beginning excercises and beginning games
2. Safety
    - A. Continuation and reinforcement of practices and procedures presented in First semester
    - B. Study of safety in the home
    - C. Study of Water Safety may be taught
    - D. Other studies added as necessary

THIRD

1. Health
    - A. Continuation of First semester
    - B. Dental Health
    - C. Others as necessary
2. The Physical Education program is skills reviewed
    - A. The skills and games are related
    - B. The complexity of the skills and games increases through the year
    - C. Progress is determined by the group

Course Tile: Physical Education and Health — Grade Level: Grade 1
Department : Physical Education and Health

COURSE OBJECTIVES

Child development through activity.

1. To contribute to the development of each child
2. To increase strength and endurance through activity
3. To increase level of performance for each child
4. To consistently develop motor skills
5. To develop good safety habits in all play and physical activities
6. To learn good health practices
7. To learn to work with another individual, a small group, or a team

COURSE CONTENT AND DESCRIPTION

Physical education in grade one develops:

- A. Skills - motor skills (learning to more efficiently) running jumping, skipping
- B. Development of safety habits
- C. Learning positive health practice
- D. Social development - learning to get along with others in group activities
- E. Development of recreational interests and skills

Instructional activities used in this course include

- A. Games to develop running, skipping, hopping
- B. Games with balls - teaching correct ways to throw etc, always watching the ball
- C. Use of the walking beam and balance board to develop co-ordination

EVALUATION

Keeping a chart to show when each child has learned a skill as skipping jumping rope, bouncing ball.

Evaluation of health education comes through how well children practice cleanliness, good bathroom habits, good eating habits.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Developing skills, running etc.
2. Games with balls
3. Games to develop running, skipping
4. Use of walking beam - balance board

SECOND

1. Learning good health practices
    - A. Keeping clean
    - B. Brushing teeth
    - C. Getting vision tested
2. Developing skills, running etc.
3. Getting along with others in games
4. Developing safety habits

THIRD

1. Games with balls
2. Rhythm games
3. Outdoor games
4. Good Health practices

Course Title: Physical Education & Health　　　Grade Level: Grade 2
Department : Physical Education & Health

COURSE OBJECTIVES

1. To contribute to the development of each child
2. To learn good health practices
3. To develop good safety habits
4. To increase strength
5. To develop motor skills
6. To learn to work in a small group or on a team

COURSE CONTENT AND DESCRIPTION

I. Physical education at this level is taught in the classroom and in the gymnasium. It consists of activities in the following fields:
    A. Body Alignment - Developmental exercises
    B. Movement Skills
        1. Walk, run, leap, hop, jump
        2. Uneven rhythms - gallop, skip
    C. Activities Based on Ball Skills
        1. Ball Handling - bouncing, catching
        2. Games with balls
    D. Activities based on rhythms
        1. Singing games
        2. Marching to music
    E. Activities with small equipment
        1. Walking beam
        2. Balance board

II. Health
    A. Good Food
        1. Planning a good breakfast
        2. Nourishing food and good eating habits
    B. Sleep
        1. How many hours
        2. Why it is important
    C. Cleanliness
        1. Why it is important
        2. Good care of hair and teeth
    D. Taking Care when we are ill
        1. Colds - their care
        2. Protecting others
    E. Exercise and its importance
    F. Safety
        1. At home
        2. At school
        3. On the bus

Instructional Activities - Units are introduced at a time when motivation is strong. At the beginning of the year a unit on safety on the bus may be introduced with the film "Safety on the School Bus" or a talk by a bus driver. Making safety posters for the halls helps children to remember rules. Bringing pictures to make charts of good food encourages good eating.

EVALUATION

Evaluation - through development of good health and eating habits

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Physical exercises - coordination
2. Unit on sleep
3. Unit on food
4. Games

SECOND
1. Safety habits
2. Physical exercises
3. Ball handling
4. Safety habits

THIRD
1. Games
2. Rhythms
3. Unit on clothing
4. Unit on cleanliness
5. Outdoor play

Course Title: Health   Grade Level: Grade 3
Department : Health

COURSE OBJECTIVES

Help child learn facts and apply them enabling him to live at his optimum level of health. To create in the child an interest and concern for his own personal health and also the health of the community.

COURSE CONTENT & DESCRIPTION

The following units are the basis of our study. Some are integrated with the Science program.

I. Foods
  A. Proper diet
  B. Proper weight
  C. How we grow
II. Human Body
  A. Heart and other organs
  B. Muscles, blood vessels
  C. Eyes, ears, teeth
  D. Our five senses
  E. Exercise
III. Colds
  A. Prevention
  B. Care
IV. Safety
  A. Home
  B. School
V. Personality
  A. Good grooming and cleanliness
  B. Importance of team play
  C. Value of friendliness and dangers of anger
VI. Daily Regimen
  A. Need for active play
  B. Correct breathing, walking, standing, sitting
  C. Proper room ventilation - home and school

Many instructional aids are used to broaden studies. The overhead projector is used to show charts of diet, of th heart etc. Films to encourage safety are used. The school nurse discusses colds, good health with us. Our hearing and vision program and the people who administer them encourage study in this area.

EVALUATION

Teacher tests are used. Observation of how well children follow the rules they have learned. Student reports show their grasp of material studied.

COURSE OUTLINE BY TRI-SEMESTER

FIRST	SECOND	THIRD
1. The Human Body	1. Foods	1. Daily Health
2. Personality	2. Safety	2. Colds

Course Title: Physical Education
Department : Physical Education
Grade Level: Grade 3

COURSE OBJECTIVES

Give every child the opportunity to:

1. Understand use and care for his body
2. Be a good leader and a good follower
3. Control his emotions in winning and losing
4. Abide by rules agreed upon by the group
5. Contribute to and be a part of the team
6. Make decisions quickly
7. Develop physical fitness through strength, endurance, accuracy, balance and speed
8. Develop good posture and use good body mechanics in all activities
9. Perform such skills as jumping, running, leaping and skipping with ease
10. To experience success or achievement in terms of his own potentialities

COURSE CONTENT AND DESCRIPTION

This curriculum is divided into five major areas:

I. Games and Movement
   a. Group games to develop body control, sportsmanship
   b. Relay games to develop eye and body skills
II. Team games and Ball Handling
   a. Increase skills of catching, throwing, rolling and bouncing
   b. Increase control of body
III. Rhythms: Folk Dances - Rhythm games
   a. Encouragement in self-expression
   b. Increase coordination, balance and timing
   c. Develop skills as bending, swaying, stretching, pulling
IV. Stunts, tumbling, self testing
   a. Simple stunts:
      1. Crab walk, frog hop, rolling log, inchworm
   b. Simple tumbling:
      1. Forward roll, backward roll, headstand
V. Physical Fitness Tests
   a. To develop vigor, strength, endurance, balance
   b. Jumping jacks, heel click, push-ups, body bender, etc.

Instructional activities:

An attempt is made to provide experiences indoors and outdoors in which there are opportunities to develop fundamental skills in a track and field sports - running, jumping, throw a soft ball, bat a soft ball, throw a basketball. To help them grow in body control they are given an opportunity every gym period for self-testing exercises. Rhythmic games and dances are often shared with other groups.

EVALUATION

Chart or graph is kept of children's fitness activities, he is evaluated on other essentials through evaluation of his participation in activities.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Movement exploration
2. Games
3. Self testing

SECOND
1. Movement exploration
2. Rhythms
3. Games
4. Self testing

THIRD
1. Team games
2. Movement Exploration
3. Self testing
4. Games

Course Title: Physical Education Grade Level: Grade 4
Department : Physical Education

COURSE OBJECTIVES

1. Child development through physical activity
2. Development of motor skills
3. Development of safety habits
4. Learning good health practices
5. Developing social skills
6. Development of recreational interests and skills

COURSE CONTENT & DESCRIPTION

A. Movement Skills
B. Physical Performance Tests
C. Games
    1. Circle Games
    2. Line Games
    3. Tag Games
    4. Of skill - bean bag
D. Small Equipment Skills
    1. Balance Beam
    2. Hoops
    3. Jump Rope
E. Stunts and Tumbling (simple)
F. Activities based on ball skills
G. Ball Games - Relays
    1. Throwing - catching, bouncing ball
    2. Ball Games
        Team Games
            a. basketball
            b. volleyball
            c. softball
H. Folk Dance Activities
    1. Virginia Reel
    2. Square Dances

Instructional Activities:

As great a variety is given to the program as possible with games of many types - those which teach skills, those that teach getting along with others, those that develop social skills. Softball in the spring ends with a contest between the rooms to find the best teams.

EVALUATION

Set of physical tests from Presidents Book on Physical fitness are used to check development of physical skills.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Movement skills
2. Physical performance tests
3. Games
    - A. Circle games
    - B. Line games
    - C. Tag games

SECOND

1. Simple tumbling
2. Throwing, catching, bouncing ball
3. Small equipment skills
    - A. Balance beam
    - B. hoops
    - C. jump rope
4. Ball games

THIRD

1. Relays
2. Team games
    - A. Volleyball
    - B. Softball
    - C. Basketball
3. Folk Dances

Course Title: Health Grade Level: Grade 4
Department : Health

COURSE OBJECTIVES

A. To acquaint children with the wonders of their own bodies
B. To help boys and girls understand how they grow and develop
C. To make changes in children's attitudes and behavior
D. To foster an inquiring attitude and provide guidance in learning how to find answers to questions that are raised
E. To provide safety instruction
F. To help children grow in self-understanding and ability to understand their fellow human beings

COURSE CONTENT AND DESCRIPTION

A. Health in Everyday Living
    1. Importance of good food, sleep, exercise
B. What should We Eat?
    1. Choosing the right foods
    2. Preparing and serving food
    3. Happy feelings are important
    4. Animals need good food to grow
C. Play is important
    1. Being a good sport
    2. Good stunts and games
D. Our Body
    1. A look Inside
        a. Important organs of the body
        b. Blood vessels
        c. The framework of bones
    2. The eye
    3. The ear
    4. How the body takes care of itself
    5. Our senses help
E. How Do We Grow
    1. Rate of growth
    Boys and girls differ
F. Keeping Safe
    Safety with play equipment
    Unsafe places to play
    Safety when throwing things

Instructional Activities:

Include use of films, models, charts to help child understand clearly about their body and other health areas. Resource people from the Hearing and Vision screening, and work of our county nurse help to emphasize good health.

EVALUATION

Teacher tests are used - results of study are shown in establishment of good health habits and attitudes toward safety and health.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Health in Everyday Living
   - A. Food
   - B. Sleep
   - C. Excercise
2. Our Bodies
   - A. The framework of bones
   - B. Important organs

SECOND

1. Keeping Safe
2. How do we Grow
   - A. Rate of growth
   - B. Boys and girls differ

THIRD

1. Our Bodies
   - A. The Ear
   - B. The Eye
   - C. Our Senses

Course Title: Physical Education   Grade Level: Grades 5 and 6
Department : Physical Education

COURSE OBJECTIVES

1. To provide large group games so each student can be active during each period
2. To develop basic minimal skill in most areas for all students
3. To provide a varied, well-rounded program so each student will find enjoyment in a minimum of one area
4. To promote good health habits by providing group calisthentics, and comments on health and exercise
5. To provide organized competition so students can learn the proper attitudes of winning and losing
6. To provide leadership situations for as many as are qualified
7. To provide followership situations for all students so even the natural leaders have to learn to follow the other leaders within their pier group
8. To provide opportunities for privileges given if responsibility is taken
9. To develop self-confidence in the student by showing them what they are capable of doing
10. To give each student the opportunity to contribute toward group goals; to teach the value of teamwork in accomplishemnts
11. To remember that I'm teaching individual students, not just sports; to call each of them by name, to encourage and praise whenever possible, and to reprimand whenever necessary. To single out individuals with problems and attempt solutions

Tests:

1. General Motor Ability Test Battery
   a. Running, walking, turning, stopping fast
   b. Jumping
   c. Ball-handling: throwing, catching, bouncing
2. Youth Physical Fitness Test Battery
   a. Strength
   b. Endurance
   c. Agility
   d. Speed

COURSE CONTENT AND DESCRIPTION

1. Relays
   a. No equipment
   b. Balls, ropes, etc.
2. Physical exercise
   a. Daily exercise
   b. Tests
3. Body Mechanics (As listed under GMA testing)
4. Group Games - lead-up games to team sports
5. Team Sports - modified to grade level
6. Individual Sports and Self-Testing Activities
   a. Stunts and Tumbling
   b. Track and Field

Instructional Activities:

1. Lecture - short
   a. Class rules
   b. Rules for various activities
   c. Explanation of tests
   d. Health practices
   e. Social development, teamwork, etc.
2. Skill Drills
3. Lead - Up Games
4. Games and Tournaments

EVALUATION PROCEDURES

Three areas are considered when establishing a grade:

1. Physical skill
   a. Inherent skill
   b. Learned skill
   c. Skill tests
   d. Improvement
2. Social and Emotional Developemnt
   a. Sportsmanship
   b. Ability to accept authority
   c. Ability to work as a member of a group
3. Attitude
   a. Cooperation
   b. Enthusiasm
   c. Effort

The major emphasis is placed on skill. The grade will be greatly influenced by extremes in social development and attitude. If either of these two areas are very good or very poor, this will be indicated by the grade given.

If there are any students with health problems, this will handled on an individual basis, with a recommendation to the classroom teacher or to the parents.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Team Games
2. Lead-up Games to various sports
   A. Soccer
   B. Volleyball
3. Games which develop different skills - throwing, catching, etc.

SECOND

1. Incidental teaching
   A. Leadership
   B. Grooming
   C. Responsibility
   D. Sportsmanship
   E. Teamwork
   F. Self discipline
   G. Health practices
2. Team
3. Lead-up Games to various sports
   A. Basketball
   B. Softball
4. Games which develop various skills

THIRD

1. Rhythm and Dance
   A. Folk Dance
   B. Square Dance
2. Stunts and tumbling
3. Incidental teaching
   (see 2nd term #1)

Girls

Course Title: Physical Education
Department: Physical Education
Grade Level: 7th - 12th
Course Number: __________

1. To develop minimal skill in most areas so students can take an active part and find enjoyment.
2. To provide a well-rounded program with a wide scope so all students can excel in at least one area.
3. To provide competition so students learn to win humbly and accept defeat gracefully.
4. To provide an opportunity where each student can challenge himself to improve, to compete against his own accomplishments, as well as those of others.
5. To provide leadership and followership situations for all students.
6. To provide opportunities for privileges given if responsibility is taken.
7. To give everyone an understanding of the need of total fitness.
8. To give everyone an understanding of her own body and what it can do, and to develop self-confidence because of this understanding.
9. To learn some carry-over activities.
10. To allow self-direction in improvement.
11. To give each student the opportunity to contribute to common goals.
12. To remember that I'm teaching individual girls, not just sports!
13. To have fun!

COURSE CONTENT & DESCRIPTION

1. Orientation
2. Physical Fitness and Body Mechanics
3. Lead-up games/team sports/relays
4. Individual sports/ self-testing activities
5. Recreational activities/ carry-over activities
6. Health Education - separate outline
7. Intramurals and Interscholastic sports - (some)

Here are some instructional activities:

1. Lecture - (short)
2. Skill drills
3. Lead up games
4. Skills incorporated in games
5. Skill tests
6. Written tests
7. Culmination of Unit Tournaments
8. Films and filmstrips
9. Health reports & discussion
10. Practical application
11. Body Mechanics and Fitness

EVALUATION PROCEDURES:

Each girl is graded in four area; the average of these four is the marking period grade. Each area can be weighed equally, or one or two areas can receive more emphasis, depending on the importance and the stress placed in each area. This is an objective grade which involves some subjective evaluation. Attitude is considered

FIRST

I. Speedball
II. Soccer
III. Volleyball
IV. Basketball

SECOND

I. Stunts & Tumbling
II. Folk Dancing
III. Badmitton & Paddleton
IV. Tennis-Archery

THIRD

I. Softball
II. Bowling-field trip
III. Roller Skating

Grade Level: 7th -12th Boys

Course Title: Physical Education
Department: Physical Education

COURSE OBJECTIVES

1. To develop minimal skill in most areas so students can take an active part and find enjoyment.
2. To provide a well-rounded program with a wide scope so all students can excel in at least one area.
3. To provide competition so students learn to win humbly and accept defeat gracefully.
4. To provide an opportunity where each student can challenge himself to improve, to compete against his own accomplishments, as well as those of others.
5. To provide leadership and followership situations for all students.
6. To provide opportunities for privileges given if responsibility is taken.
7. To give everyone an understanding of his own body and what it can do, and to develop self-confidence because of this understanding.
8. To develop an understanding of the need of total fitness.
9. To learn some carry-over activities.
10. To allow self-direction in improvement.
11. To give each student the opportunity to contribute to common goals.
12. To remember that I'm teaching individual students, not just sports.
13. To have fun!

COURSE CONTENT & DESCRIPTION

1. Orientation
2. Physical Fitness and Body Mechanics
3. Team Sports
4. Duo Sports
5. Individual Sports and Self-Testing Activities
6. Health Education
7. Recreational Activities for Advanced P.E.
8. Intramurals and Interscholastic Sports
9. Would hope to have a block time schedule for swimming-golf & bowling in the near future.
10. Have health taught in class once a week.

Here are some instructional activities:

1. Lecture - (short)
2. Skill Drills
3. Lead up games
4. Skills incorporated in Games
5. Skill Tests
6. Written tests
7. Culmination of Unit-Tournaments
8. Films & Filmstrips
9. Health reports & discussion
10. Practical Application
11. Body Mechanics and Fitness

EVALUATION PROCEDURES

Each boy is graded in four areas; the average of these four is the marking period grade. Each area can be weighed equally, or one or two areas can receive more emphasis, depending on the importance and the stress placed in each area. This is an objective grade which involves some subjective evaluation. Attitude is considered.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
I. Football
II. Wrestling-Basketball
III. Weight lifting
IV. Ping Pong

SECOND
I. Crab Ball
II. Volley Ball
III. Tumbling
IV. Basketball

THIRD
I. Golf-Archery
II. Physical Fitness
III. Track
IV. Softball

MATHEMATICS

Course Title: Math - Readiness   Grade Level: Kindergarten
Department: Mathematics

COURSE OBJECTIVES

1. To develop an understanding and importance of mathematics in everyday experiences.
2. To explore the extent of the individual's understanding (teacher)
3. To provide a deeper understanding of basic concepts - number, size, shape.
4. To provide related experiences for the child to math in everyday life.
5. To begin the development of a math vocabulary.

COURSE CONTENT

The math program is incorporated into other areas of the program in addition to presenting formal lessons. The incidental teaching of math involves:

1. working each day with the classroom calendar.
2. counting the pupils present.
3. counting for milk
4. counting number of papers, straws and other materials for small groups.
5. many other activities involve the use of numbers.

The group does not use a formal text. The teacher uses the Silver Burdett Modern Math.

The following topics are presented, taught and reviewed during the year.

1. patterns as an orderly and continuous distribution of elements.
2. introduction to sets and matching one to one.
3. the cardinal number one through five / ordinal numbers first through fifth.
4. introduction to concept of measurement (long, short)
5. introduction to concepts of geometry (shapes)
6. the cardinal number six to ten, ordinal number sixth to tenth and zero.
7. subsets
8. joining sets

Instructional Activities

1. use of ditto sheets
2. flannel board cut outs
3. opaque projector

EVALUATION

Recognition of numerals, concept of quanity through counting, writing of numerals, no specific tests, but some concepts are included in "Reading Readiness Test"to some extent.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

- A. Incidental teaching of math
- B. Study of patterns
- C. Introduction to sets
    - 1. One to one concept
    - 2. Introduction to cardinal numbers
    - 3. (Progress is made as determined by the group)

SECOND

- A. Continuation of first semester work
- B. Introduction to concepts of measurements
- C. Study of geometric shapes

THIRD

- A. Completing the study of cardinal numbers and ordinal numbers one to ten, first through tenth
- B. Concept of zero
- C. Subsets, joining sets (optional)

Course Title: Mathematics Grade Level: First Grade
Department: Mathematics

COURSE OBJECTIVES

1. To help children understand our number system.
2. To develop a vocabulary for mathematics
3. To give many opportunities to use numbers in real activities.
4. To develop ability to think through a simple problem mentally.

COURSE CONTENT

1. Writing and understanding numerals 1-150.
2. Recognizing sets and subsets to 10.
3. Comparing numbers.
4. Understanding the ordinal numbers from first to ninth.
5. Using the number line.
6. Understanding the meaning of addition and subtraction facts to 10.
7. Learning about tens.
8. Interpreting number stories from pictures and oral stories.
9. Understanding the concept of measure - liquid - half pint, pint, quart - linear - inch, foot.
10. Understanding money.
11. Learning about time.
12. Recognizing geometric shapes - circle, square, rectangle, triangle.

Instructional activities are: Many opportunities are given for the children to use numbers in every day activities, planning the amount of milk we need, the number of boys and girls absent, the number of cookies for a party, etc., every attempt is made through use of real objects to put meaning into the number process.

EVALUATION

Made by simple teacher tests or work on the board. Pages from the workbook may be worked as a test.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Writing numerals 1-150
2. Understanding numerals
3. Recognizing sets and subsets to 10
4. Using the number line

SECOND
1. Recognizing geometric shapes
2. Interpreting number stories
3. Learning to measure inch - foot
4. Understanding the meaning of addition and subtraction facts to 10.

THIRD
1. Learning about tens
2. Understanding liquid measure, half pint, quart
3. Understanding and using money and time
4. Using the number line

Course Title: Mathematics Grade Level: Grade 2
Department : Mathematics

COURSE OBJECTIVES

1. Develop accuracy
2. Teach the child to follow directions
3. Learn new skills and be able to apply them
4. Reteach skills taught previously
5. Develop logical thinking
6. Develop math experience in other subjects
7. Develop an understanding of the practical application of math

COURSE CONTENT AND DESCRIPTION

1. Measurement and skill
    a. use of ruler
    b. quarts, pints, half pints, cups
    c. thermometer
    d. calendar
    e. dozen and half dozen
2. The development and understanding of money up to one dollar
3. Development and understanding of time to 5 minute intervals
4. Understanding of quantitation vocabulary and of symbols
5. Computation of number facts through 18
6. Addition and subtraction of 2 place numerals
7. Ordinals "first through tenth"
8. Understanding of numerals to 1,000 (hundreds, tens, and ones)
9. Counting by 2's, 5's, and 10's
10. Fractions 1/4, 1/3, 1/2, and whole
11. Understanding and computation of number stories
12. Understanding of geometric figures-rectangle, square, triangle and circle
13. An introduction to simple multiplication and division and their relationship

EVALUATION

Evaluation through simple teacher tests, tests in text workbook and work on blackboard.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Computation of number facts through 18
2. Ordinals first through tenth
3. Learning to use the ruler
4. Learning about the calendar

SECOND
1. Development of time to 5 minute intervals
2. Addition and subtraction of two place numerals
3. Development and understanding of money up to one dollar
4. Measuring quarts, pints, cups

THIRD
1. Learning about dozen and half dozen
2. Counting by 2's, 5's, 10's
3. Fractions 1/2, 1/4, and 1/3
4. Understanding geometric figures
    A. Rectangle, square, triangle, circle

Course Title: Mathematics Grade Level: Grade 3
Department : Mathematics

COURSE OBJECTIVES

To develop:

1. ability to discover, analyze and generalize
2. manipulative skills of mathematics
3. an appreciation of the role of mathematics and mathematician in our society
4. an understanding of the deductive methods of modern math
5. national literacy of mathematical terms and ideas as they are in our modern space age society

COURSE CONTENT AND DESCRIPTION

The course builds in previous experience in grade one and two - with review and further work in addition and subtraction

Unit I.
- a. Counting and comparing
- b. Writing numerals
- c. Understanding tens and ones
- d. Using the number line
- e. Number sentences for stories
- f. Learning what subtracting means

Unit II.
- a. Adding more than two numbers
- b. Using number sentences in solving problems
- c. Hundreds, tens and ones
- d. Using addition and subtraction facts
- e. Adding and subtracting hundreds, tens and ones
- f. Zeroes in addition and subtraction
- g. Telling time
- h. Using a calendar

Unit III.
- a. Adding with two-place and one-place numerals
- b. Which number is greater and which is less?
- c. Learning about thousands
- d. Adding and subtracting hundreds and thousands
- e. Learning about money
- f. The dollar sign and the point

Unit IV.
- a. Regrouping in addition
- b. Learning about measures
- c. Halves and fourths of an inch

Unit V.
- a. Column addition and regrouping
- b. Solving problems
- c. Estimating answers
- d. Showing numbers in the Abacus
- e. Roman numerals

Unit VI.
- a. Regrouping in addition and subtraction
- b. Writing fractions
- c. Parts of the number is a set

Unit VII.
- a. From addition to multiplication
- b. Multiplication on the number line
- c. Division as inverse of multiplying
- d. Line segments
- e. Studying shapes - circle, square

Unit VIII.
- a. Discovering multiplication and division facts
- b. Writing related number sentences
- c. Multiplying and dividing with tens
- d. Reading and writing numbers for large numbers
- e. Liquid measure
- f. Thermometers

Unit IX.
- a. Writing division examples
- b. Deciding when to multiply and when to divide
- c. Relating multiplication and division
- d. Practicing addition and subtraction
- e. Learning about cubes, circles, spheres

Unit X.
- a. Solving problems
- b. Multiplying larger numbers
- c. Dividing larger numbers

Instructional Activities:

To extend pupils understanding teachers make use of the number line, the abacus, overhead projector for explaining problems.

EVALUATION

Chapter tests in textbook, diagnostic addition and subtraction sheets. Teacher tests are also used.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
1. Unit I - III

SECOND
1. Unit IV - VII

THIRD
1. Unit VIII - X

Course Title: Mathematics
Department : Mathematics

Grade Level: Grade 4

COURSE OBJECTIVES

1. To help children understand the nature of addition and substraction as operations of mathematics
2. To introduce some of the fundamental concepts of physical geometry
3. To help children understand the nature and properties of multiplication and division as operations of mathematics
4. To help children understand the techniques of multiplication and division of numbers whose numerals have many digits
5. To help children learn the multiplication facts and the properties of multiplication and division
6. To help children develop problem solving ability through the use of mathematical sentences
7. To develop the concept of linear measure
8. To lead pupils toward higher levels of abstract appreciation

COURSE CONTENT AND DESCRIPTION

I. Review and extend learnings in:
    A. Addition
        1. Number sentences
        2. Regrouping
        3. Column addition
        4. Writing number sentences for problems

    B. Subtraction
        1. Review subtraction as inverse of addition
        2. Writing number sentences for subtraction

    C. Multiplication
        1. Re-introduction of concept, relationships between multiplication and division
        2. Multiplying by tens and hundreds
        3. Place value
        4. One number as a multiplier
        5. Regrouping
        6. Two numbers as multiplier

    D. Division
        1. Re-introduction of concept
        2. Dividing by tens and hundreds
        3. One number as divisor
        4. Problems with remainders
        5. Three figure quotients

    E. Fractions
        1. What a fraction is
        2. Equivalent fractions
        3. Improper fractions
        4. New terms - numerator and denominator

F. Geometry
  1. Ability to identify and understand:
    lines, line segments, rays, angles, circles, spheres, points, triangles, rectangles, squares, planes

G. Measurement
  1. Extending use of - inches, feet, yards, weights

H. Graphs

Basic Text: Silver Burdett - Modern Arithmetic Through Discover - Book 4 1964

Instructional Activities - Children are engaged in many activities to motivate learning. Games using multiplication and division facts. Chalkboard work - use of overhead projector where child or teacher can show how he works a problem. Use of daily newspaper to make problems involving money - buying and selling.

EVALUATION

Through checking daily work, use of tests in each unit in text, through teacher made tests - achievement tests.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

A. Unit I - III

SECOND

A. Unit IV - VII

THIRD

A. Unit VIII - X

Course Title: Math
Grade Level : 5th
Department : Math
Course Number: ___

COURSE OBJECTIVES

The main objectives of this math course are to develop student's understanding and to help them to acquire mathmatical skills largely through discovery in a thoroughly enjoyable manner.

COURSE CONTENT

A. Sets, Numbers, Numerals
B. Addition, Subtraction
C. Geometry
D. Multiplication, Division
E. Statements
F. Number Theory
G. Fractional numbers
H. Adding and Subtracting Fractions
I. Geometry and Graphing
J. Multiplication, Division with Fractional Numbers
K. Numbers, Fractional Numbers, Decimal Fractions

Instructional activities used are:

1. games for interesting drill
2. puzzles
3. records
4. graphing personal records

EVALUATION PROCEDURES

Testing at this time is left to the choice of individual teachers. Houghton Mifflin produces a set of testing materials for use with the text. Periodic tests for measuring mastery of basic facts are also useful. The ability to effect solutions to situation problems through application of skills taught is a useful means of evaluation.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Sets, Numbers, Numerals
2. Addition, Subtraction
3. Geometry
4. Multiplication, Division

SECOND

1. Statements
2. Number Theory
3. Fractional Numbers
4. Adding and Subtracting Fractions

THIRD

1. Geometry and Graphing
2. Multiplication, Division with Fractional Numbers
3. Numbers, Fractional Numbers, Decimal Fractions

Course Title: Math   Grade Level : 6th
Department : Math   Course Number: ___

COURSE OBJECTIVES

We teach math with the hope of developing, in the average child, the concept of numbers and their relationships to each other and of their value to the individual. We hope to develop the students ability to become mathematically self-sufficient for all their needs in life.

We hope the better students will gain the background for understanding the economic problems of the country, and the world. We hope it will enable them to pursue any branch of endeavor for which their individual interests and talents find the need.

COURSE CONTENT

Sets, Numbers, and Numerals, Number Sentences and Mathematical Operation, Problem Solving, Applications of M., Measurement, Geometry, Logic, Number Theory, Functions, Statistics, and Probability.

EVALUATION PROCEDURES

Main Textbook and should be accompanied by the *Modern School Mathematics Structure and Use* workbook.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Sets, Numbers, Numerals
   - A. To develop an ability to recognize set relations and perform operations on sets
   - B. Teach open and closed numbers systems
   - C. Extend understanding of base and place value systems
   - D. Provide opportunities to extend concepts of measurement
2. Addition, Subtraction, Multiplication, Division
   - A. To apply the properties of number operations to naming and renaming sums and products of whole numbers
   - B. To develop skill in adding, subtracting, dividing and multiplying whole numbers
   - C. Introduce the concept of function and its application to problems about rates
   - D. Introduce number sequences
   - E. To develop skill in verbal problems
3. Geometry and Graphing
   - A. To develop concepts of intuitive geometry (Plane figures and simple closed figures)
   - B. To develop concepts of area and volume - - square and cubic measures
   - C. To introduce the formula and Theorem of Pythagoras
   - D. To develop the concept of a number plane
4. Multiplication - Division
   - A. To develop the skills and concepts of multiplication and division
   - B. Review the concept of rates
   - C. Present statistical concepts including range, average, median, and mode
   - D. To introduce the naming of squares and square roots

SECOND

1. Statements
   - A. To review and extend solutions of equations and inequalities
   - B. To develop the concepts of functions, formulas and graphs
   - C. To present ideas about statements, "all", "some", or no statements, and disagreeing with statements
   - D. To work with if-then and if-not-then statements
2. Number Theory
   - A. To review factors, multiples, common factors, common multiples, greatest common factor and least common multiple
   - B. To review prime numbers and prime factorizations
   - C. To develop rules for divisibility by 2,3,4,5,6,7,8 and 9
   - D. To study base two numerals and clock numbers
3. Fractional Numbers
   - A. To develop the concept of a fractional number
   - B. Present equivalent fractions and renaming of fractional numbers
   - C. To develop additional and subtraction with fractional numbers
   - D. To introduce the concept of mathematical probability

THIRD

1. Multiplication - division of Fractional numbers
   - A. To develop multiplication and division with fractional numbers
   - B. Present further concepts in probability
2. Geometry and Graphing
   - A. Continue to develop intuitive geometry
   - B. Reinforce formulas for naming measures of area and volume
   - C. Develop concepts of circumference and area of circles
   - D. Introduce concept of angles that form linear pairs
   - E. Develop the sums of angle measures of polygons
   - F. Compare triangles - congruent and similar
   - G. Present the ellipse and some of its properties
   - H. Use the number plane to extend the development of functions and symmetry
3. Decimals, Per Cents
   - A. Present concept of decimal fractions
   - B. Develop addition, subtraction, multiplication and division of fractional numbers in decimal form
   - C. To introduce the concept of fractions in per cent form and some of their applications

BUSINESS

Course Title: Typing I
Department : Business

Course Number: __________
Grade Level : 10,11,12

COURSE OBJECTIVES

1. To build good initial typing habits.
2. To develop the ability to work without close supervision.
3. To develop the ability to read and follow directions
4. To build skill sufficient for personal use or for introductory employment.
5. To encourage habits of neatness, punctuality, and courtesy.
6. To develop the ability for self--evaluation of personal typing weaknesses.

COURSE CONTENT

1. Learning the keyboard and correct typing techniques
2. Learning how to type, in proper form, business letters, business forms, themes, outlines, manuscripts, tabulated materials, personal notes, postal cards, etc.
3. Drills on word division, number usage, and capitalization.
4. Speed and accuracy drills.
5. Building production skills in typing of business letters and tabulated materials.

Class demonstration
Individual instruction
Speed and accuracy drills
Problems in typing

EVALUATION PROCEDURES

Technique: position at the typewriter, correct stroking habits, etc.
Timed writings
Ability to follow directions
Production measurement--quality and speed of typing problems

COURSE OUTLINE BY TRI-SEMESTER

FIRST

I. Learning the keyboard
II. Centering
III. Word division
IV. Announcements, personal notes, postal cards.
V. Personal and business letters
VI. Simple tabulated reports

SECOND

I. Outlines
II. Manuscripts
III. Speed and accuracy drills
IV. Speed and accuracy drills
V. Number guides--how to express numbers
VI. Capitalization

THIRD

I. Manuscripts and reports
II. Business letters
III. Tabulation
IV. Business forms
V. Building business letter and tabulation production skills
VI. Typing from rough draft copy
VII. Composing at the typewriter

Course Title : Shorthand I
Department : Business

Grade Level : 10,11,12
Course Number:

COURSE OBJECTIVES

1. To adequately prepare the student to take notes rapidly for personal, college, or business use.
2. To develop the ability to take dictation at a speed of 60-80 words per minute.
3. To lay a foundation for the production of mailable transcripts by emphasis on vocabulary development, spelling, puctuation and grammar.

COURSE CONTENT

1. Mastery of shorthand theory
2. Reading and writing shorthand
3. Speedbuilding and timed dictation at various speeds
4. Transcription of mailable copy with emphasis on spelling, puctuation and grammatical correctness

INSTRUCTIONAL ACTIVITIES DEFINITION

1. Drill on theory--spelling, reading, and copying from blackboard outlines
2. Reading practice--concerted and individual
3. Building speed of taking dictation by dictating for short periods at increasingly higher rates of speed
4. Drills on spelling, punctuation, and vocabulary

EVALUATION PROCEDURES

1. Tests on knowledge of brief forms.
2. Reading rates are tested by the timing of transcription from shorthand plates in the text.
3. Transcription of 3-minute takes dictated at various speeds.
4. Spelling and punctuation tests.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

1. Mastery of theory
II. Skill development in reading and writing shorthand

SECOND

I. Taking dictation from practiced material
II. Review of spelling, punctuation and grammar

THIRD

I. Speedbuilding
II. 3-minute dictation from new material
III. Further development of transcription skills

Course Title: General Business
Department : Business
Grade Level: 9,10,11,12
Course Number:

COURSE OBJECTIVES

1. To provide an awareness of the contribution of business to the well being of the individual end of the government.
2. To provide an introduction to the functioning of our economy.
3. To foster an appreciation for the principles of good business: namely honesty, courtesy, punctuality, self-reliance and initiative.
4. To provide an exploratory experience into the various phases of business thus forming an informational basis for career choice
5. To provide a body of meaningful information relating to personal economics, such as insurance, credit, purchases etc., that will be of life-long use.

COURSE CONTENT

In summary form, the business world in which the student will enter is reviewed. Beyond this, the many facets of consumption are newed from the standpoint of the consumer. In this context, the following subjects areas are considered: budgeting for the individual and for the family, the various forms of savings, installment credit and wise shopping. In addition, the various forms of insurance are discussed, plus social security, income tax preparation etc. A section is devoted to career selection, investment in personal advancement, leisure time, personality development etc.

Students are initially given a math diagnostic test to determine weaknesses. After testing, students are placed in groups for approximately one week and are given help in the math area. Reading tests are given where the need is indicated, and attempts are made to aleviate this handicap. Class time is balanced between lecture, in-class work in work books and films. Short class reports by students from newspapers, magazines and books. Purpose of these reports is to give some early training in speech, to supplement the text books and to present the student with a chance to relate the text to the outside world and vise versa.

EVALUATION PROCEDURES

Testing is largely done through form tests over the various units. The form tests from the basis of their mark, however, class quizes, class participation and other factors such as work habits etc. have a place in grade determination.

FIRST

I. A Career For Your
II. Planning Your Future
III. Preparing for Employment
IV. You and the Business Economy
V. How Business Serves You
VI. Business Creates Jobs
VII. How Businesses are Orginized
VIII. Money-Aid to Business Transactions
IX. Banks Aid Transactions
X. Opening a Checking Account
XI. Good Check Writing Procedures
XII. What to do with checks you receive
XIII. Using a Checking Account
XIV. Other Money & Banking Services
XV. How Incomes are Spent
XVI. Distribution Serves to Consumer
XVII. How to Buy Wisely
XVIII. Services for Consumer

SECOND

I. Buying on Credit
II. Paying for Credit Purchases
III. Borrowing in Order to Buy
IV. Cost of Installment Loans
V. Buying on Installment
VI. Insurance for Economic Risk
VII. Auto Insurance
VIII. Property and Liability Insurance
IX. Life Insurance
X. Cost of Life Insurance
XI. Life Insurance Planning
XII. Health Insurance
XIII. Social Security and Pensions
XIV. Planning a Savings Program
XV. Savings Accounts
XVI. Investing in Stocks & Bonds
XVII. Investing in a Home
XVIII. Investment & Price Level
XIX. Planning the use of Income
XX. Money Management for a Student
XXI. Money Management for a Family

THIRD

I. Records for School & Community Organizations
II. Filing Personal & Business Records
III. Travel by Private Auto
IV. Using Public Transportation
V. Services for Travelers
VI. Communication by Phone, Telegraph,letter, & through advertising
VII. Economic Importance of Transportation
VIII. Using Postal Services
IX. Shipping Packages by Mail & Express
X. Our Economic Advantages
XI. The Role of American Labor in Our Economy
XII. How Government Works with Business
XIII. Paying for Government Services

Course Title: Bookkeeping
Department : Business

Grade Level: 11th & 12th
Course Number: ________

COURSE OBJECTIVES

1. Provide an exploratory experience and informational basis for a possible career in accounting.
2. Provide a complementary educational exposure to bookkeeping that should contribute to employability of secretaries and typists.
3. Provide an understanding of basic business concepts common to all business.
4. Instill in the student the need for good records as an analytical tool of business
5. Encourage neatness and accuracy

COURSE CONTENT

The student is directed to various stages of bookkeeping beginning with the steps necessary to start a bookkeeping system. Following these states the experience of the student ranges from making entries, proving the accuracy of entries through use of ledgers, work sheets, trial balance, adjusting and closing entries, entries to record depreciation and the disposition of assets through trade or sale.

Students secure a work book and are assigned chapter-end work on material covered in class discussion. A fair amount of individual instructional activity takes place within the classroom. Within the year two practice sets simulating actual business conditions are completed by the student. In these sets the student makes the determination as to how each business transaction is recorded. This provides a meaningful and realistic experience for the student.

EVALUATION PROCEDURES

Periodic standardized tests are given to the student to measure progress, or the lack of progress in the particular instructional phase. Following such test remedial instruction is given if needed.

In addition to standarized tests, other self made tests are given to measure understanding of basic concepts. There is a fair level of oral testing on an informal basis.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

I. Chapters 1 through 14
II. Basic accounting procedures
III. Spencer Athletic Goods

SECOND

I. Chapters 14 through 22
II. Automated Data Processing Systems
III. Problems related to jobs
IV. Payroll Records

THIRD

I. Chapters 22 through 34
II. Fixed Assets and Depreciation
III. Bad Debts Accounting
IV. Sales Taxes-Partnership
V. Taylor Hardware (Practice Set)

Course Title; Typing II
Department : Business

Grade Level: 11th - 12th
Course Number: ___________

COURSE OBJECTIVES

1. The student should be able to work without direct supervision.
2. Find his own errors and correct them satisfactorily.
3. Proofread
4. Punctuate correctly and use reference books when necessary.
5. Build skills and attitudes necessary at the entry employment level.

COURSE CONTENT & DESCRIPTION

Skill in typing 5 and 10 minute writings; skill in use of multiple carbons; skill in adressing envelopes; preparation of office forms, such as credit memoranda, invoices, legal documents, shipping documents, telegrams; skill in preparing business letters with a variety of special arrangement problems; preparation of letter of application and personal data sheet; skill in composing at the typewriter and typing from a rough draft; preparation of manuscripts and business reports.

Instructional activities employed in the development of the course are: Explaining the problem to be typed and defining it carefully. Telling the students what must be accomplished, motivating students by stressing the importance of the problem, suggesting reference to the text and past experiences in handling related problems, giving assistance to individual students, providing additional problems which will enable students to make practical applications of new understandings, and providing time drills for development of increased production skill of problems. Specific instructions for problem typing diminishes as the year progresses as it is thought that decision making by the student should be a real part of the typing II course.

EVALUATION PROCEDURE

Before establishing a typing grade, I must have a complete picture of each individual's ability to type through observation and completed work. Devices used for arriving at a fair grade are observation of work habits and typing techniques, scores on timed drills, and production skill in typing a mailable copy.

Course Title: Office Practice
Department : Business

Grade Level: 12th
Course Number:

COURSE OBJECTIVES

1. To aid students in developing a level of competence in handling office duties required in an office position.
2. To maintain and improve upon previously learned knowledges which the student has not had an opportunity to acquire previously, and to integrate old and new skills by realistic assignments.
3. To guide in the proper development of personal qualities essential to success on the job.

COURSE CONTENT

1. Training on adding and calculating machines
2. Students learn how to prepare dittos masters and stencils and how to operate the liquid duplicator and the mimeograph machines
3. Training on the use of the transcribing machine.
4. Instruction on card and correspondence filing
5. Introduction to data processing
6. Office occupations, mail, telephone, business records, job application and interview, personal qualities
7. Spelling, punctuation and grammar review

Students work in groups on different projects: Adding and calculation machines, transcribing machines, duplicating machines, filing, and data processing

Other areas are covered by groups of students working together to research an area of particular interest to them, reports, class discussion, resource prole, movies, and field trips.

EVALUATION PROCESSES

Tests are given to measure the skill achieved on the various office machines and the mastery of filing techniques and the knowledge of the fundamentals of data processing.

Quality of work procuded work habits and attitudes are also condensed.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

This course is organized on a rotation plan which is scheduled on a yearly basis. Areas covered are listed under course content.

INDUSTRIAL ARTS

Course Title: 7th Grade Shop
Department : Industrial Arts

Grade Level: 7th
Course Number: ____________

COURSE OBJECTIVES

1. To make the students visit to our department an enjoyable one.
2. To give the student an opportunity to explore a number of work areas such as: woodworking, sheetmetal, etc.
3. Learn to identify and use a number of hand tools available in our shop, in working in these areas.
4. To be able to identify different types of woods and other materials used in the course.
5. To learn some of the fundamentals of drawing which would include a working knowledge of the various types of instruments.

COURSE CONTENT

The handicraft class which last 9 weeks and is a mixture of both boys and girls at the 7th grade level is taught primarily as an exploratory group. All projects and areas of study are required.

There are 5 different units of study. These units are mechanical drawing, woodworking, sheetmetal, plastics and bench metals. For each unit of study we have a required project, however, if a student does not complete his project, for the most part there is no penality. The students are taught the use of various types of hand tools used in both woodworking and metal working. They are also exposed to various types of materials.

Their evaluation is made primarily through direct observation and only in part by written exam. Our primary objective is to give each student an opportunity to explore and enjoy the Industrial Arts department.

1. Large group instruction
2. Small group instruction
3. Individual help
4. Readings from reference materials
5. Filmstrips
6. Demonstrations
7. Films
8. Reference to many teaching aids
9. Resource people

EVALUATION PROCEDURES

1. Direct observations of student behavior
2. Limited number of written exams
3. By student talk on his project privately or in class discussion
4. Observation of how well the student uses new knowledge
5. Final evaluation on credit or not credit basis

COURSE OUTLINE BY TRI-SEMESTER

I. Drawing
II. Woodworking
III. Sheetmetal
IV. Plastics

Course Title: 8th Grade Shop
Department : Industrial Arts

Grade Level: 8th
Course Number: ____________

COURSE OBJECTIVES

1. To make the students visit to our department an enjoyable one
2. To give the student an opportunity to explore a number of work areas such as: Woodworking, sheetmetal, etc.
3. Learn to identify and use a number of hand tools available in our shop, in working in these areas.
4. To be able to identify different types of woods and other materials used in the course.
5. To learn some of the fundamentals of drawing which would include a working knowledge of the various types of instruction.

COURSE CONTENT

The 8th grade shop which lasts 9 weeks and is a mixture of both boys and girls at the 8th grad level is taught primarily as an exploratory group. Projects in this calss are not required, however, the students are required to select from a group of projects. The projects in this group are as follows: a wooden bow and arrow rack, plastic pencil holder, wooden chip and dip bowl, reversible serving tray, laminated shark, recipe retainer, wall plaque and name sign.

1. Large group instruction
2. Small group instruction
3. Individual help
4. Readings from reference materials
5. Filmstrips
6. Demonstrations
7. Films
8. Reference to many teaching aids
9. Resource people

EVALUATION PROCEDURES

1. Direct observations of student behavior
2. Limited numer of written exams
3. By student talk on his project privately or in class discussion.
4. Observation of how well the student uses new knowledge
5. Final evaluation on credit or not credit basis

COURSE OUTLINE BY TRI-SEMESTER

I. Projects
    A. Wooden bow and arrow rack
    B. Plastic pencil holder
    C. Wooden chip and dip bowl
    D. Reversible serving tray
    E. Laminated shark
    F. Recipe retainer
    G. Wall plaque & name sign

Course Title: Industrial Arts I
Department : Industrial Arts

Grade Level: 9th-12th
Course Number: I-900

COURSE OBJECTIVES

1. To improve the problem solving ability of students and promote critical thinking.
2. To develop knowledge in the use of tools and machines.
3. To develop safe practices in the shop and in the use of tools and equipment.
4. To develop knowledge and ability in the use of materials, tools and processes.
5. To encourage creative expression in terms of industrial materials.
6. To develop recreational and avocational activities.
7. To develop self confidence and self expression through creative exploration.

(these are also individual unit objectives for each unit of study)

COURSE CONTENT

The areas in which students will be required to work are as follows: mechanical drawing, woodworking, sheetmetal, woodturning, powertools and scale model construction.

The following are instructional activities:

1. A very limited amount of large group instruction.
2. Small group instruction
3. Individual study (about 70% of activity)
4. Readings from reference materials
5. Film strips
6. Demonstrations (by both teacher and student aids)
7. Reference to many teaching aids
8. Resource people
9. Individual help from student aids
10. Program learning

EVALUATION PROCEDURES

1. By the students discussion on the required projects privately
2. Observation of how well he used tools
3. Oral and written quizzes on tools, materials, and processes.
4. Evaluation of workmanship on projects turned in by students
5. Direct observations of students at work
6. How well he solves his problems
7. Self-evaluation on back of plan sheet
8. Observations of safety practices being employed

COURSE OUTLINE BY TRI-SEMESTER

FIRST

I. Introduction to drawing
  a. sketching
  b. reading of prints
  c. Orthographic views
  d. wallshelf drawing
  e. plan sheets

II. Woodworking
  a. hand tools
  b. types of woods
  c. board feet
  d. wallshelf construction

SECOND

I. Sheetmetal
  a. sheetmetal exercise
  b. hems and seams
  c. types of equipment
  d. hand tools
  e. materials
  f. fastenings
  g. finishes
II. Power tools
  a. tools
    1. band saw
    2. table saw
    3. sander
    4. jointer
    5. jig saw
    6. drill press
  b. table saw exercise
  c. drill press operations
  d. required project (step stool)

THIRD

I. Woodturning
  a. Parts of wood lathe
  b. Tools of wood lathe
  C. Safety
  d. required project (candle holder)
  e. operations
II. Scale model construction
  a. orthographic view
  b. auxiliary view
  c. equipment
  d. interpretation of a print
  e. accuracy of construction

Course Title: Industrial Arts II
Department : Industrial Arts

Grade Level: 10th-12th
Course Number: I-001

COURSE OBJECTIVES

1. To improve the problem solving ability of students and promote critical thinking.
2. To develop knowledge in the use of tools and machines.
3. To develop safe practices in the shop and in the use of tools and equipment.
4. To develop knowledge and ability in the use of materials, tools and processes.
5. To encourage creative expression in terms of industrial materials.
6. To develop recreational and avocational activities.
7. To develop self confidence and self expression through creative exploration.

(There are also individual unit objectives for each unit of study.)

COURSE CONTENT

The areas in which students will be required to work in are as follows: plastics forming, metal spinning, electricity, band iron, geometric constructions, and drawing instrument construction. Students are given free movement in the following areas: drawing, woodworking, sheetmetal and woodturning.

1. A very limited amount of large group instruction
2. Small group instruction
3. Individual study (about 70% of activity)
4. Field trips
5. Readings from reference materials
6. Film strips
7. Demonstrations (By both teacher and student aids)
8. Reference to many teaching aids
9. Resource people
10. Individual help from student aids
11. Program learning

EVALUATION PROCEDURES

1. By the students discussion on the required projects privately.
2. Observation of how well he used tools.
3. Oral and written quizzes on tools, materials, and processes.
4. Evaluation of workmanship on projects turned in by students.
5. Direct observations of student at work.
6. How well he solves his problems.
7. Self-evaluation on back of plan sheet.
8. Direct observations of safety practices being employed.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

- I. Plastics forming
  - a. Types of plastics
  - b. Plastics exercise
  - c. Characteristics of plastics
- II. Metal Spinning
  - a. Equipment
  - b. Special tools
  - c. Types of chucks
  - d. Materials
  - e. Procedures
  - f. Required projects

SECOND

- I. Bench Metals
  - a. Types of materials
  - b. Fastenings
  - c. Working properties
  - d. Hand tools
  - e. Large equipment
    - 1. Scroll bender
    - 2. Drill press
    - 3. Grinder
  - f. Finishes
  - g. Required project (napkin holder)
- II. Electric motor
  - a. Materials
  - b. Experiences gained
  - c. Definitions of terms
  - d. Required project (small electric motor)

THIRD

- I. Geometric construction
  - a. Objects constructed
  - b. Materials
  - c. Equipment
- II. Drawing instrument construction
  - a. Materials
  - b. Equipment
  - c. Required projects
    - 1. T-Square
    - 2. 45 and 30-60 degree triangles
    - 3. French curve

Course Title: Industrial Arts III
Department : Industrial Arts

Grade Level: 11th-12th
Course Number: ________

COURSE OBJECTIVES

1. To improve the problem solving ability of students and promote critical thinking.
2. To develop knowledge in the use of tools and machines.
3. To develop safe practices in the shop and in the use of tools and equipment.
4. To develop knowledge and ability in the use of materials, tools and processes.
5. To encourage creative expression in terms of industrial materials.
6. To develop recreational and avocational activities.
7. To develop self confidence and self expression through creative exploration.

(There are also individual unit objectives for each unit of study.)

COURSE CONTENT

The areas in which students will be required to work are as follows: metal lathe, power mechanics, gas and arc welding, pattern making and plastics turning.

1. A very limited amount of large group instruction.
2. Small group instruction.
3. Individual study. (about 70% of activity)
4. Field trips.
5. Reading from reference materials.
6. Film strips.
7. Demonstrations. (By both teacher and student aids)
8. Reference to many teaching aids.
9. Resource people.
10. Individual help from student aids.
11. Program learning.

EVALUATION PROCEDURES

1. By the students discussion on the required projects.
2. Observation of how well he used tools.
3. Oral and written quizzes on tools, material and processes.
4. Evaluation of workmanship on projects turned in by students.
5. Direct observations of students at work.
6. How well he solves his problems.
7. Self-evaluation on back of plan sheet.
8. Direct observations of safety practices being employed.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

I. Pattern making
   - a. Equipment
   - b. Interpretation of a print
   - c. Accuracy of construction
   - d. Pattern print

II. Metal Lathe exercise
    a. Exercise drawing
    b. Tap and die set
    c. Reading a micrometer
    d. Sharpening a cutting tool
    e. Plastics turning

SECOND
I. Metal hammer
    a. Parts of the lathe
    b. Ways of shaping metal
    c. Metal lathe operation
    d. Accessories
    e. Ball pean hammer drawing
    f. Definition of terms
II. Arc welding
    a. Types of welds
        1. lap weld
        2. butt weld
        3. fillet weld
        4. corner weld
        5. edge weld
    b. Equipment
    c. Welding rods
    d. Materials

THIRD
I. Gas Welding
    a. Types of welds
    b. Welding rods
    C. Materials
II. Small Gasoline Engines
    a. Definitions of terms
    b. Disassembling of gasoline engines
    c. Assembling of gasoline engines
    d. Functions of various parts
    e. Nomenclature

Course Title: Industrial Arts IV
Department: Industrial Arts

Grade Level: 12th
Course Number: I-200

COURSE OBJECTIVES

1. To improve the problem solving ability of students and promote critical thinking.
2. To develop knowledge in the use of tools and machines.
3. To develop safe practices in the shop and in the use of tools and equipment.
4. To develop knowledge and ability in the use of materials, tools and processes.
5. To encourage creative expression in terms of industrial materials.
6. To develop recreational and avocational activities.
7. To develop self confidence and self expression through creative exploration.

(There are also individual unit objectives for each unit of study)

COURSE CONTENT

The areas in which students will be required to work are as follows: fiberglass, design and construction of a teaching aid, design and construction of some piece of shop equipment, tool care and maintance, home construction, and furniture construction.

1. Independent study (90% of activity)
2. Field trips
3. Interviews
4. Readings from reference materials
5. Demonstration
6. Reference to many teaching aids
7. Resource people
8. Program learning
9. Experiments
10. Research

EVALUATION PROCEDURES

1. By discussion with students on individual projects
2. Observations of how well he uses tools and materials
3. Evaluation of workmanship in projects
4. Direct observations of student at work
5. How well does he solve his problems
6. Self-evaluation on back of plan sheet
7. Direct observations of safety practices being employed

FIRST

I. Fiberglassing
    a. Materials
    b. Procedure
    c. Required project (Fiberglass bowl)
    d. reference materials
II. Designing and construction of teaching aid
    a. Procedure to follow
    b. Qualifying factors
    c. Ideas for teaching aids

SECOND

I. Design and construction of shop equipment
    a. Objective
    b. Project ideas
    c. Procedure
II. Tool care and maintance
    a. Tools to be sharpened
        1. screw driver
        2. plane
        3. knife
        4. wood turning tools
        5. wood chisel
        6. Cold chisel
        7. twist drills
    b. Outline sharpening procedure

THIRD

I. Home construction
    a. Nomenclature
    b. Scale model construction
    c. Reference materials
II. Furniture design and construction
    a. Freehand sketching
    b. Project ideas
    c. Qualifying factors
    d. Working drawing

Course Title: Mechanical Drawing I
Department : Industrial Arts
Grade Level: 10th-12th
Course Number: I-901

COURSE OBJECTIVES

1. To learn the use of various types of drawing instruments.
2. To learn the procedures to follow in solving various types of drawing problems
3. To develop a freedom of expression through drawing
4. To develop drawing experiences to aid in project planning
5. To develop an appreciation of drafting as a profession

COURSE CONTENT

Students will gain drawing experiences in the following areas: use of instruments, lettering, geometrical construction, shape description (or thographic projections), freehand sketching, pictorial drawing, working drawings, and construction drawings.

1. Large group instruction.
2. Individual help.
3. Readings from reference materials.
4. Teaching aids (scale models)
5. Viewing of materials on overhead projector

EVALUATION PROCEDURE

1. Evaluation of drawings turned in by students
2. Observations of how well the student uses new knowledge
3. Written examinations
4. How well does he solve his problems
5. Student-teacher question- answer session.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
I. Use of instruments
II. Lettering
III. Drafting construction

SECOND
I. Shape description (orthographic views)
II. Pictorial drawings
    a. Isometric
    b. Oblique
III. Pictorial freehand sketching

THIRD
I. Working drawings
II. Construction drawings
III. Assembly drawings
IV. Application of a drawing

Course Title: Mechanical Drawing
Department : Industrial Arts
Grade Level: 10th-12th
Course Number:

COURSE OBJECTIVES

1. To learn the procedures to follow in solving various types of drawing problems
2. To develop a freedom of expression through drawing
3. To develop an appreciation of drafting as a profession
4. To develop drawing experiences to aid in project planning

COURSE CONTENT

Students will gain drawing experiences in the following areas: use of instrument, lettering, geometrical construction, orthographic projections, sections, auxiliary views, sketching, bolts and screws, isometric projections, and oblique projections.

1. Large group instruction
2. Individual instruction
3. Readings from reference materials
4. teaching aids (scale models)
5. Viewing of materials on overhead projector

EVALUATION PROCEDURES

1. Evaluation of drawing turned in by students
2. Observation of how well the student uses new knowledge
3. Written examinations
4. How well does he solve his problems
5. Student-teacher question-answer sessions

COURSE OUTLINE BY TRI-SEMESTER

FIRST

I. Review
  a. Use of instruments
  b. Lettering
  c. Geometrical constructions
  d. Shape description
II. Sections (full & half)
III. Auxiliary views

SECOND

I. Working drawings
  a. Orthographic
  b. Auxiliary
  c. Oblique
II. Assembly and detail drawing
III. Welding drawings

THIRD

I. Pipe fitting symbols
II. Architectural drawings

Course Title: Mechanical Drawing III
Department : Industrial Arts

Grade Level: 11th & 12th
Course Number: I-101

COURSE OBJECTIVES

1. To learn the procedures to follow in solving various types of drawing problems.
2. To develop a freedom of expression through drawing
3. To develop an appreciation of drafting as a profession
4. To develop drawing experience to aid in project planning.

COURSE CONTENT & DESCRIPTION

A student may select work in one of two areas or a limited amount of work in both. The two areas are machine drafting and architectural drafting. In machine drafting work is done in freehand sketching and assembly and detail drawings. In architectural drafting, aside from many detailed drawings, there is much work done in scale model constructions.

1. Small group instruction
2. Individual instruction
3. Readings from reference materials
4. Teaching aids
5. Resource people
6. Scale model constructions
7. Field trips

EVALUATION PROCEDURES:

1. Evaluation of work turned in by students
2. Observations of how well the students use new knowledge.
3. How well does he solve his problems
4. Direct observation of students at work
5. Student-teacher question-answer sessions.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

I. Technical Sketching
II. Detailed Drawings

SECOND

I. Assembly Drawings
II. Pattern Development

THIRD

I. Auxiliary Views
II. Revolutions

Course Title: Blueprint Readings
Department : Industrial Arts

Grade Level: 12th
Course Number: I-201

COURSE OBJECTIVES

1. To develop a freedom of expression through drawing.
2. To learn to interpret various types of prints or drawings
3. To develop an appreciation for a drawing to convey a thought.

COURSE CONTENT

Students will gain experiences in the following areas:

Use of instruments, lettering, freehand sketching, drawing interpretation, abbreviations, line identification, types of drawings, bolts and threads, touch of architectural.

Some of the course activities will be as follows:

1. Large group instruction
2. Individual instruction
3. Teaching aides
4. Overhead projection
5. Reference Materials
6. Workbook assignments

EVALUATION PROCEDURES

1. Evaluation of drawings turned in by students
2. Observation of how well the student uses new knowledge
3. Written exams
4. How well does he solve his problems
5. Student teacher question-answer sessions

COURSE OUTLINE BY TRI-SEMESTER

I. Drawing interpretation

II. Freehand sketching

III. Line identification

IV. Orthographic projections

V. Isometric projections

VI. One view drawings

VII. Auxilliary views

VIII. Dimensional

IX. Cribage board design and construction

X. Missing views

XI. Blueprint workbook assignments

XII. Sectional exterior wall of a house

XIII. Root types

XIV. Bolts and Threads

PROGRAM
"STAY"

Following is a sample copy of one proposed Science Program titled, "UNIFIED SCIENCE AND HOW IT MAY BE ADAPTED TO A YEAR-ROUND PROGRAM."

THE EXTENDED SCHOOL YEAR AND THE SCIENCE PROGRAM -- A PROPOSAL

BY

Janet Woerner, Science Department Chairman
Freeland Community Schools, Freeland, Michigan

In the last decade, there has been more innovation and change than has been experienced in any like period of history. The introduction of new approaches to the teaching of traditional science discipline in the schools has reoriented the entire design of K-12 science programs.[1]

It all began in 1959, when the Biological Science Curriculum Studies Committee set out to build the best possible biology curriculum -- as long as "class periods came out to fifty minutes, as long as the curriculum started in September and ended in June, as long as the teachers had four or five years of science preferably in biology." By the time the designers were through accepting all of the constraints of traditional organization and staffing, they found they could do anything they wanted to --- so long as it didn't depart more than 10%.[2]

When we talk about change in education, our biggest difficulty is that we are not willing to change enough. We look at change through very, very narrow glasses.

Each of us has come here from our own individual classroom where we have all of the freedom of a child in a playpen. As long as we stay in the playpen, we can do anything we want --- even beat our heads against the slats or toss things out. No one joins us in the playpen, but once in a while, some clear thinking individual comes along and drops in a new toy--- a little programmed learning, an overhead projector, or some other new toy to fiddle with.

We must widen our outlook. We must climb out of the playpen. We must lead instead of follow. We must dare to do what education must do in our society to survive --- educate our youth for the world of tomorrow.

PROJECT STAY

It was that challenge, in addition to the realization that it was time for a critical re-evaluation of our present curriculum, facilities, and finances, that brought about the proposal of an extended school year from the Superintendent of the Freeland Michigan Community Schools, Mr. Robert O. Young.

1. Marean and Ledbetter, "A New Approach to Ninth-Grade Science" Science Teacher, April, 1966

2. Allen, Dwight W., "A Dean's Proposal to Jazz Up Education" Pace Magazine, November, 1969

The Freeland Program, entitled, "Start Teaching All Year", (STAY) contemplates a trimester system, and, consequently, differs from other Extended School Year studies which have proposed quarter systems. Two-thirds of the students would be in school during any one trimester. Each student would have a winter holiday of about two weeks each. The vacation schedule for groups could be rotated at the end of a year so that students would eventually have access to each of the three different vacation schedules.

Each student would attend school a minimum of 162 days. In order to meet state requirements as to number of days of attendance, an additional hour of class instruction would be added to the present school day. This "extra" hour would mean a sixth hour of instruction in each class every sixth day.

An extended school year program could successfully free the school from its traditionally locked-in system and establish at once a school based on continuous progress. In an effective ESY school, the issue is not how to make greater time and space available to teachers and children, the issue is what will teachers and children make of the added time and space. There are as many existing possibilities here as we dare to dream up.

UNIFIED SCIENCE

Among the curriculum innovations being considered is the probable introduction of a unified science program in the seventh and eighth grades of the Middle School. These two grades would be grouped together in an idea-centered, interdisciplinary program involving two days of large group instruction, one day of seminar or small group discussion, and two days of lab.

The Unified Science program would cover essentially the same material that we presently cover in these two grades -- astronomy, weather, electricity, magnetism, chemistry, biology, motion and earth science. The new program would involve a re-structuring of the course to emphasize the interdisciplinary nature of science and the interdependence of the various so-called "branches" of science. Six or seven unifying concepts or principles must be identified. These concepts will be approached through open-ended laboratory experiences. The idea-centered material developed by the Michigan Science Curriculum Committee (3,4,5) would serve as supplementary material for the first year, and provide a strong framework for development of the program which will best fit our own needs.

3. Van Deventer, S.C., "Michigan Prepares A Project on Junior High Science" Science Teacher, November 1964

4. Van Deventer, W.C., "Michigan Project for Junior High Science" Science Teacher, December 1967

5. Van Deventer, W.C., "A New Look At Inquiry in Junior High Science" MSCC-JHSP materials, Western Michigan University, August 1969

Under the STAY program, each student in K-12 would be placed in one of three scheduling groups. Two of these three groups would be in attendance at one time. All of the seventh and eighth grade students who were in scheduling group A, for example, would have science together. This program would minimize repetition of many small sections of the same class, as well as repetition of the same material from year to year. The program would allow students who have been out on vacation to start together, and progress together. This program will offer the highest degree of flexibility in the ESY program. We will not have to maintain a rigid schedule, since all of the students in one section would have been together during their previous term in school and would have all covered the same material.

Twice a week, the students would meet in large groups, about 80 students, to discuss the concept being covered. Twice a week, these students would be in smaller laboratory groups of 25-30 students to perform the open-ended laboratory exercises. Once a week, students would meet in their small groups for a seminar which might consist of working problems, discussing current scientific news, viewing films or listening to tape recordings. or various "mental calisthemics"(6) designed to sharpen the students critical thinking ability.

The "extra" hour which must be added to each day will allow for an additional period of instruction every sixth day. The purpose of this extra hour would be for examinations, special help, make-up work, student conferences or projects. This hour could absorb much of the routine classwork which takes up so much of our time. If modular scheduling were also introduced, this extra time could be used for a double laboratory period once a week, which would allow us to conduct more thorough investigations. With total utilization of staff, this would involve three staff members in a team teaching situation. With our present enrollment, these three people would be occupied with this program during three of the six class hours, including one hour together for planning.

Although our present lack of space provides some problems, we would like to introduce the unified science course in another year whether or not we are on the STAY program. We feel that science can be presented in a more meaningful way by using a unified approach. Since individual teachers may feel inadequate to teach all aspects of the course, a team teaching approach will help each teacher to contribute in the areas in which he is most competent. Under our traditional school year, we may have to use only two teachers and only half of the seventh and eighth grade students the first year, but, in the words of Leonard Blessing of Milburn, N.J., Senior High School, "If you wait for the ideal conditions, you will never start a program." 7

6. Ledbetter, Elaine, "Stimulating Creativity Through Chemistry" NSTA Star Awards, 1969

7. Blessing, Leonard C., "A Three Year Plan for the Unification of the Secondary School Sciences!" An Address at NSTA Convention, Washington, D.C., 1968

The establishment of the STAY program would also encourage the develpment of a 2 or 3 year unified program on the high school level to prevent constant repetition of material to some very small classes. A plan similar to the one adopted at Milburn High School (N.J.) and Brandywine High School (Delaware) could prove beneficial. (7,8)

ENRICHMENT OF PRESENT PROGRAMS

The STAY program will open up new possibilities for present programs. The additional summer months will offer exciting possibilities for new units in biology, ecology, and conservation, such as camping or traveling experiences.

Our present "Work-Study" Program for selected juniors and seniors would benefit by having our students available for work experiences during the winter months when job opportunities are more plentiful. The Work-Study program is designed for students who are not contemplating further formal education after graduation and would profit from working with a local businessman. The students must maintain satisfactory progress in their school work, and they receive high school credit or satisfactory completion of their work.

Other students could take advantage of "co-operative" programs with local scientific concerns, such as Dow Chemical Company and Dow Corning, or they may attend classes at our community college, Delta College. Delta has a program for high school students in which the students may receive college credit in selected courses, and in some cases they may also receive high school credit.

Some students would be allowed to enroll during terms which would normally be vacation terms for them. This would be beneficial in several areas. In elementary reading, some students need continuous exposure to reading to enable them to maintain normal progress. A student could enroll in reading only, and have only one course to take during this time. Other students might want to enroll continuously in a full schedule of classes, and they will be allowed to do so if facilities and state permit.

Our teacher aide program could be expanded to include more aides in science. These students would help with the laboratory sections of the unified science, and could also prepare demonstrations and experiments for younger students in elementary and middle school. (9)

8. Magat and Miller, "Chemistry-Physics I. Processes and Concepts." Curriculum Guide A.1. DuFont School District, Talleyville, Delware, 1966

9. Turpin, Gilbert R., "Development of a 'Teacher Aides for Science' Program", 1969
   NSTA Stay Awards

SUMMARY

L. Carrol King states that "A child is born with the capacity to experiment and learn. His problem is clearly the schools and the way they operate."(10)

A much greater understanding of all subjects may result from our program. With shorter vacations, the students should be able to retain the material from term to term. Some students could progress continuously through school and some students could taek a remedial or an enrichment course during normal vacations terms. The average graduating senior from a well-designed ESY program should have made no greater learning progress than is exhibited by present students graduating from today's non-ESY schools. Once in operation, teachers could be free of duties during winter months and could attend regular classes at near-by colleges and universities.

Whether or not Project STAY becomes a reality, a much greater understanding of the interrelationship of all sciences may result from our introduction of a unified science program in the middle school. Using a team-teaching approach, we feel that we can reach more students with less repetition than we can in our present, more traditional, approach. Since science is truly interdisciplinary, the unified approach is a more logical way to approach science teaching than is the teaching of separate independent disciplines.

"There is no reason to believe that when we try an innovation in education it is necessarily going to be better the first time around. We are lucky if it is as good as what it is trying to replace. It is time we got over thinking that every single thing we do in education has to be acceptable to everyone before it can be tried." (11)

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10. King, L. Carroll, "Chemical Education - Where to Now? J. Chem. Ed., Sept., 1969

11. Allen, Dwight W., "A Dean's Proposal To Jazz Up Education" Pace Magazine, November 1969

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1. Allen, Dwight W., "A Dean's Proposal to Jazz up Education." Pace Magazine, November 1969.

2. Blessing, Leonard G., "A Three Year Plan for the Unification of Secondary School Science", an address given at NSTA Convention, Washington, D.C.

3. King, L. Carroll, "Chemical Education -- Where To Now"? J. Chem. Ed., 46:9, pp 540-541 Sept., 1969

4. Ledbetter, Elaine, "Stimulating Creativity Through Chemistry" NSTA STAR Awards, 1969, National Science Teachers Association, Washington, D.C.

5. Magat and Miller (See p. 4, Footnote #8)

6. Marean and Ledbetter, "A New Approach to Ninth-Grade Science." Science Teacher, 33:4, p. 18-19, April, 1966.

7. Turpin, Gilbert R, "Development of a 'Teacher Aides for Science' Program", NSTA Star Awards, 1969. National Science Teachers Association, Washington, D.C.

8. Van Deventer, William C., "Michigan Prepares a Project on Junior High Schience" Science Teacher, 34:9, pp 30-31, December 1967

9. Van Deventer, William C., "Michigan Prepares a Project on Junior High Schience" Science Teacher, 31:11, pp 29-30, November 1964

10. Van Deventer, William C., "A New Look at Inquiry in Junior High Science." MSCC-JHSP materials, Western Michigan University, August 1969.

11. Young, Robert O., "Extended School Year Proposal." Freeland Community Schools Publication 1969.

HOME ECONOMICS

Course Title: Exploratory Family Living
Department : Home Econ.
Grade Level: 7th
Course Number:

COURSE OBJECTIVES

1. To develop knowledge and skills in some of the responsibilities of homemaking and caring for oneself.
2. To gain confidence in one's own ability and increased awareness of self and surroundings.

COURSE CONTENT

Individual work on an apron to be used in the cooking unit. Instruction in basic foods necessary for a healthy body and general health practices. Preparation of breakfasts, particulary eggs prepared in various ways. Ironing a shirt and sewing on buttons. Increased awareness developed by allowing students to focus on each of the senses and from this leading them to discussion of thoughts and feelings.

Individual and group activities,demonstrations and discussions are the instructional activities.

EVALUATION PROCEDURES

Attitude the primary determinant of grade.

COURSE OUTLINE BY TRI-SEMESTER

I. Construction of an apron

II. Discussion of balanced diet (Basic 4)

III. Preparation of breakfast foods

IV. Personal care (skin, hair, teeth, clothing)

V. Iron shirt and sew on buttons

VI. Group exploration of each of the senses (smell, taste , touch, hearing, and sight)

VII. Discussion of other feelings concerning self and others.

Course Title: Home Econ. I
Department : Home Econ.

Grade Level: 9-12
Course Number: H-900

COURSE OBJECTIVES

1. To gain an understanding and an appreciation of the family as the basic unit of society and a recognition of the home as a setting for human development.
2. Understand the importance to society of families in which each individual has an opportunity to develop his optimum potential--physically, socially, intellectually, and emotionally.
3. Learn to apply the principles of democratic living in the home and gain an increased sense of civic responsibility.
4. Develop the ability to understand and evaluate oneself, one's personal values and standards and recognize how they guide one's thinking, acting, and daily decisions and the development of one's potential abilities.
5. Gain in the ability to recognize and solve problems through rational decision making.
6. Develop the ability to think critically and creatively, to broaden and deepen interests and develop a philosophy of life.
7. Understand the variety of tasks which must be performed by the woman of the house and gain knowledge concerning, and skill in performing these tasks.
8. Become more adapt as managing one's own and the families human and material resources so as to attain one's consciously derived goals and values.
9. Prepare for, and appreciate, the responsibilities and the complexity of the task of raising children.
10. Recognize the dual role played by todays women (housewife and employee) and gain skill in managing one's time and other resources so that one may accomplish both to one's satisfaction.
11. To create an interest in Home Economics and a desire for more Home Economics training.

COURSE CONTENT

All seven areas: Child development, Clothing, Family Relations, Foods, Health & Home Safety, Housing, Management and Consumer Buying. Emphasis on Management and Relationships, not only skills. Many types of activity: lecture, class recitation and discussion, demonstration, laboratory work, research, field trips, films, use of problems and projects and discovery methods.

EVALUATION PROCEDURES

Both subjective and objective. Some tests but much determined by individual achievement with ability taken into consideration along with attitude and diligence.

COURSE OUTLINE BY TRI-SEMESTER

FIRST

I. Clothing
II. Foods

SECOND

I. Family Relations
II. Health & Personal Grooming
III. Housing

THIRD

I. Management & Consumer Buying
II. Child Development

Course Title: Home Econ. II
Department : Home Econ.

Grade Level: 10-12
Course Number: ____________

COURSE OBJECTIVES

1. To gain an understanding and an appreciation of the family as the basic unit of society and a recognition of the home as a setting for human development.
2. Understand the importance to society of families in which each individual has an opportunity to develop his optimum potential--physically, socially, intellectually, and emotionally.
3. Learn to apply the principles of democratic living in the home and gain an increased sense of civic responsibility.
4. Develop the ability to understand and evaluate oneself, one's personal values and standards and recognize how they guide one's thinking, acting, and daily decisions and the development on one's potential abilities.
5. Gain in the ability to recognize and solve problems through rational decision making.
6. Develop the ability to think critically and creatively, to broaden and deepen interests and develop a philosophy of life.
7. Understand the variety of tasks which must be performed by the woman of the house and gain knowledge concerning, and skill in performing these tasks.
8. Become more adapt in managing one's own and the families human and material resources so as to attain one's consciously derived goals and values.
9. Prepare for, and appreciate, the responsibilities and the complexity of the task of raising children.
10. Recognize the dual role played by todays women (housewife and employee) and gain skill in managing one's time and other resources so that one may accomplish both to one's satisfaction.

COURSE CONTENT

All seven areas: Child development, Clothing, Family Relations, Foods, Health & Home Safety, Housing, Management and Consumer Buying. Emphasis on Management and Relationships, not only skills.

Many types of activity: lecture, class recitation and discussion, demonstration, laboratory work, research, field trips, films, use of problems and projects and discovery methods. More responsibility of individual projects placed on the student.

EVALUATION PROCEDURES

Both subjective and objective. Some tests but much determined by individual achievement with ability taken into consideration along with attitude and diligence. Each student advances his own level in selection of projects and problems.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
    I. Clothing
    II. Foods

SECOND
    I. Family Relations
    II. Health & Home Safety
    III. Housing

THIRD
    I. Management and Consumer Buying
    II. Child Development

Course Title: Home Econ. III
Department : Home Econ.

Grade Level: 11-12
Course Number:

COURSE OBJECTIVES

1. To gain an understanding and an appreciation of the family as the basic unit of society and a recognition of the home as a setting for human development.
2. Understand the importance to society of families in which each individual has an opportunity to develop his optimum potential--physically, socially, intellectually, and emotionally.
3. Learn to apply the principles of democratic living in the home and gain an increased sense of civic responsibility.
4. Develop the ability to understand and evaluate oneself, one's personal values and standards and recognize how they guide one's thinking, acting, and daily decisions and the development of one's potential abilities.
5. Gain in the ability to recognize and solve problems through rational decision making.
6. Develop the ability to think critically and creatively, to broaden and deepen interests and develop a philosophy of life.
7. Understand the variety of tasks which must be performed by the woman of the house and gain knowledge concerning, and skill in performing these tasks.
8. Become more adapt at managing one's own and the families human and material resources so as to attain one's consciously derived goals and values.
9. Prepare for, and appreciate, the responsibilities and the complexity of the task of raising children.
10. Recognize the dual role played by todays women (housewife and employee) and gain skill in managing one's time and other resources so that one may accomplish both to one's satisfaction.

COURSE CONTENT

All seven areas: Child development, Clothing, Family Relations, Foods, Health & Home safety, Housing, Management and Consumer Buying. Emphasis on Management and Relationships not only skills. All seven areas are at greater levels of difficulty than Home Econ. I & II.

Instructional activities are of many types, lecture, class recitation and discussion, demonstration, laboratory work, research, field trips, films, use of problems and projects and discovery methods.

EVALUATION PROCEDURES

Both subjective and objective. Some tests but much determined by individual achievement with ability taken into consideration along with attitude and diligence. Each student advances his own level in selection of projects and problems.

COURSE OUTLINE BY TRI-SEMESTER

FIRST
I. Child Development
II. Clothing for the Family

SECOND
I. Family Relations
II. Foods
III. Health & Home Safety

THIRD
I. Housing
II. Management & Consumer Buying

SPECIAL
EDUCATION

Course Title: Type A, Learning disabilities
Department : Special Education

Grade Level: All Grades, according to age of the student

COURSE OBJECTIVES

1. To take each student at the level on which he is able to achieve in each academic skill.
2. To help each child feel his worth as a person.
3. To help the student be acceptable in a group, school and community.
4. To help him accept himself and his own abilities, so that he can make the most of his potentialities.
5. To help him build his potentialities to the fullest usefulness
6. He should receive training for an occupation, and learn to succeed in the occupation.
7. He should learn personal hygiene, grooming, and social graces sufficient for an occupation and personal satisfaction.
8. He should learn skills of communication to the fullest of his abilities.
9. He should be stimulated to prepare himself for occupation by striving to improve his academic abilities to the fullest of his potentialities.
10. He should learn how to enjoy his leisure time in a wholesome way.

COURSE CONTENT AND DESCRIPTION

Each child should receive perceptual training.
He should receive training in body and space awareness according to individual needs.
He should receive training in academic skills.
He should receive training in manual or domestic skills best suited to his needs and abilities.
He should receive special training where a special skill is evidenced.

Instructional Activities:

Develop basic skills from the point a student is presently able to succeed and proceed to the students fullest ability to consume.
Give opportunities to develop in as many skills as possible which are the most necessary for life after school.

BASIC SKILLS:
Reading (informational, emergency, critical, enjoyment)
Arithmetic (Basic and Functional)
Handwriting
Spelling
Manual
Domestic
Occupational

All learning should be functional for these students, except those for sheer enjoyment, which may be functional.
Physical training including perceptual training and group skills.
Music including rhythm, pitch, and listening.
Arts, arts in as many areas of training skills as a student is able to undertake, for both experience, gaining skill, and appreciation.

EVALUATION PROCEDURE

Achievement tests
Diagnostic tests by the county diagnostician, then his recommendations for special areas of weakness and strengths.
Teacher given tests: Gates Paragraph Reading Tests, Dolch word test, and observation of skill tests.

COURSE OUTLINE

Work in this group should be a continuation, beginning with the child where he is able to achieve, strengthening all areas of weakness or lacking areas and building new requirements for successful self support and home and community life after school.

Materials Used:

Teacher made materials
Vallett, Robert E., a hand book of The Remediation of Learning Disabilities
Gates, Paragraph Reading Tests
Dolch, Word Test
Whitman Arithmetic Books for the respective level
Kephart, Newell C., The Slow Learner in the Classroom, for perceptual training
Frostig, Marian, Visual Perceptual Training
Peabody Kit #3 and #2
Continental Press, Programmed materials for Special Education
Weekly Reader Books for the respective levels of Reading, Science and Phonics
SRA Programmed Reading cards
The Readers Digest Skill Builders for Reading
Scott Foresman, Primary Reading materials
Harper and Row, Alice and Jerry Primary, Read, Materials
Phonics
Kenworthy, Phonetic card Flash Cards'
Dolch, Making Change Game, Pay the Cashier
Scott Foresman, Number Wheels
Merrill, Spelling Books for the respective levels
Science and Health materials from the A.V. Center
Frank E. Richards, Pub. Co. Spec. Education Materials for special areas of learning;
Arithmetic, Driver training, Personal Counciling, Making Change
Tape Recorder
Listening Stations
Record Player
Opaque Projector
Over Head Projector
The Movie Projector

SPECIAL COURSES

Course Title: Remedial Reading Grade Level: K-4
Department : Reading

COURSE OBJECTIVES

1. Strengthening of reading skills
2. Develop a love for reading or at least make reading fun

COURSE CONEENT AND DESCRIPTION

Teacher referrals
Testing and CA 9 study

Materials used in testing:
- Gates MacGinitie
  - Vocabulary
  - Comprehension
- Stanford Diagnostic Reading Test
  - Comprehension
  - Vocabulary
  - Blending
  - Auditory Discrimination
  - Beginning and Ending Sounds
  - Syllabication
  - Sound Discrimination
- Gray Oral Paragraphs
- Slosson Oral Reading Test
- Slosson Individual Intelligence Test
  (oral test)
- Dolch List of Sight words
- Durrell Listening Test

Information from Permanent Records
- Past Reading Scores
- Teachers' Comments
- Arithmetic Progress
- Health Record
- Attendance Pattern

Conference with Classroom Teacher
(now and continue after child is enrolled in special reading classes)

Write Prescription and Suggest Materials

Classes Begin
- Daily Diary on each Student
- Work Attempted
- Work Completed
- Attitude
- Comments
- Work Habits
- Material Used
- Suggestions for next session

Four days a week
1/2 hour a session
Three to seven children in a group
Some students individually
50 is the limit of students at any one time enrolled

Student conferences

Materials available for use in the program

SRA
  Skill Builders
  Listening Skill Builders
  Word Games

TRY
  Perceptual Experiences

Lyons & Carnahan
  Workbooks
  Games

Barnell & Loft
  Workbooks

Readers Digest
  Readers
  Workbooks

Taped Lessons
  Prepared Tapes
  Teacher made tapes

American Book Company
  Readers

Holt Binehart and Winston Reading Books

Dolch List

Tachist-O-Flash
  Perceptual Training
  Sight Words

Palo Alto Series Reading Books

Materials Prepared by Teacher

Much Misc. Material

The following are a few of the activities carried on beside the testing-reading program.

1. Informal classes
2. Use conference periods with each student
3. Use of tachest-o-flasher, - filmstrips
4. Tape recorder and ear phones

EVALUATION

The following tests are used:

Stanford Diagnostic Reading Test
Gate-McGinitie Reading Tests
Basal reading tests
California Achievement Battery
Slosson Oral Reading Test
Gray Oral Reading Test
Dolch List
California Mental Maturity
Slosson Individual Intelligence

COURSE OUTLINED

1. Testing and diagnosis
2. Teaching, testing of new referrals throughout term
3. Testing and evaluation

Course Title: Reading Laboratory
Department : Reading

Grade Level : 5-6
Course Number:

COURSE OBJECTIVES

1. To base the individual instruction on the functioning level of the child.
2. To organize the childs instruction on the strengths he already has and then on the new strengths he develops.
3. To make the reading process meaningful to the learner so as to provide lasting effects.
4. To consider the childs personal worth and make the program encouraging.
5. To provide materials and exercises that are suitable to the childs reading ability and instructional needs.
6. To create a reading program for each child that is interested and that produces enthusiasm.
7. To employ sound teaching procedures which are sequential and will really develop a reader.
8. To teach for progress.
9. To build a good self image for each individual student.

COURSE CONTENT

Our remedial reading program for grades five through eight follows the state regulations as received by us in 1967-68. It is flexible enough to meet the needs of the school community and the individual differences in pupil reading skills. The following is illustrative of the variation and potential possible in a comprehensive program.

1. Small group instruction of not more than six to eight in a group.
2. One to one instruction in a clinical setting.
3. Teacher working with teacher, parent, and principal pattern.
4. A case-load not exceeding 50 students.
5. Fifth and Sixth grades, 1 semester, 3 days a week
6. Seventh and Eighth grades, 1 semester, every other day.
7. Individuals, 1 hour a week.

Children Who Qualify:

In general, it is desirable to inaugarate a remedial program with children who fall within the average range of intelligence and who are disabled readers from one to two years below grade level. These children are able children who have some specific reading difficulty.

Materials used in reading sessions are as follows: SRA skill builders, SRA pilot library, phonics we use, Readers Digest, Dolch Basic Sight Vocabulary, Reading for Meaning 1-6 (Houghton Mifflin), Dolch Games, phrases, syllables, Know Your World-Weekly Newspaper, Tachist-O-Flasher and Filmstrips, tape recorder, individual Tachist-O-Viewer, large type World Books, art work, opaque projector, and typewriters for visual perception help with 5th and 6th grade students.

EVALUATION PROCEDURES

Before, During, and After Instruction for Each Student to Be Enrolled.

1. Study of elementary Reading teacher's, student referral records.
2. Study of past teacher evaluations from C.A. 9 records.
3. Study of California Mental Maturity Tests-Verbal and non-verbal.
4. Study of California Achievement Test-Verbal and non-verbal.
5. Study of present teacher referrals.
6. Tests given for and during remedial sessions.

COURSE OUTLINE

5th and 6th

I. Mastering a good sight vocabulary
II. Learning sequential word attack skills
III. Reading for purposes and understanding
IV. Learning vocabulary meaning clues through context, word structure, dictionary.
V. Enlarging comprehension skills
VI. Practicing study skills
VII. Practicing oral reading with purposes in an audience situation and individually with the tape recorders.
VIII. Writing experience stories

Course Title: Correlated Study

Department :

Grade Level: 9th-12th

Course Number:

COURSE OBJECTIVES

1. To gain a greater appreciation for related subjects such as: reading, writing, and arithmetic.
2. To use the knowledge or technique gained from related subjects such as English, math, and science to solve problems.
3. To learn how to work independently with no time barrier and minimum amount of direction.
4. To learn the proper techniques and procedures involved in solving problems.
5. To give a student an opportunity to pursue at their liesure an area of interest. This could be a particular occupation, hobby, or study.

COURSE CONTENT & DESCRIPTION

1. There will be no definite class-room structure such as a regular time and place for meeting.
2. The student-teacher ratio will be 1-1. With the exception of a general orientation period all direction and instructions will be on an appointment basis with the instructor.
3. The course will be problem-solving orientated.
4. Each student will identify his or her particular problem depending upon their area of interest.
5. The solving of these problems might take anywhere from 1 week to an entire semester, depending upon the scope of the problem.
6. 5th hour from 11:30 until 12:30 the instructor will be available without appointment.
7. Student evaluation will be made only at the end of the semester. It has yet to be decided whether a letter grade or credit--non-credit will be used.
8. A portfolio will be kept on each student. It will contain all materials relating to the students particular problem.
9. At the end of each problem a summary will be written by the student summarizing his or her work.
10. Periodically throughout the solving of a particular problem students will be expected to meet due dates.
11. A full semesters' credit will be earned upon the completion of this course.
12. If a student fails to produce there will be no hesitation about giving a failing grade.

EVALUATION PROCEDURES

Evaluation will be made on an individual basis. It is yet to be decided as to whether we will stay with the letter grade or go to the credit--no credit. All evaluation will be through direct observation of the students performance.

COURSE OUTLINE

This course cannot be outlined because of the nature in which it is to be taught.

PROGRAM

"STAY"

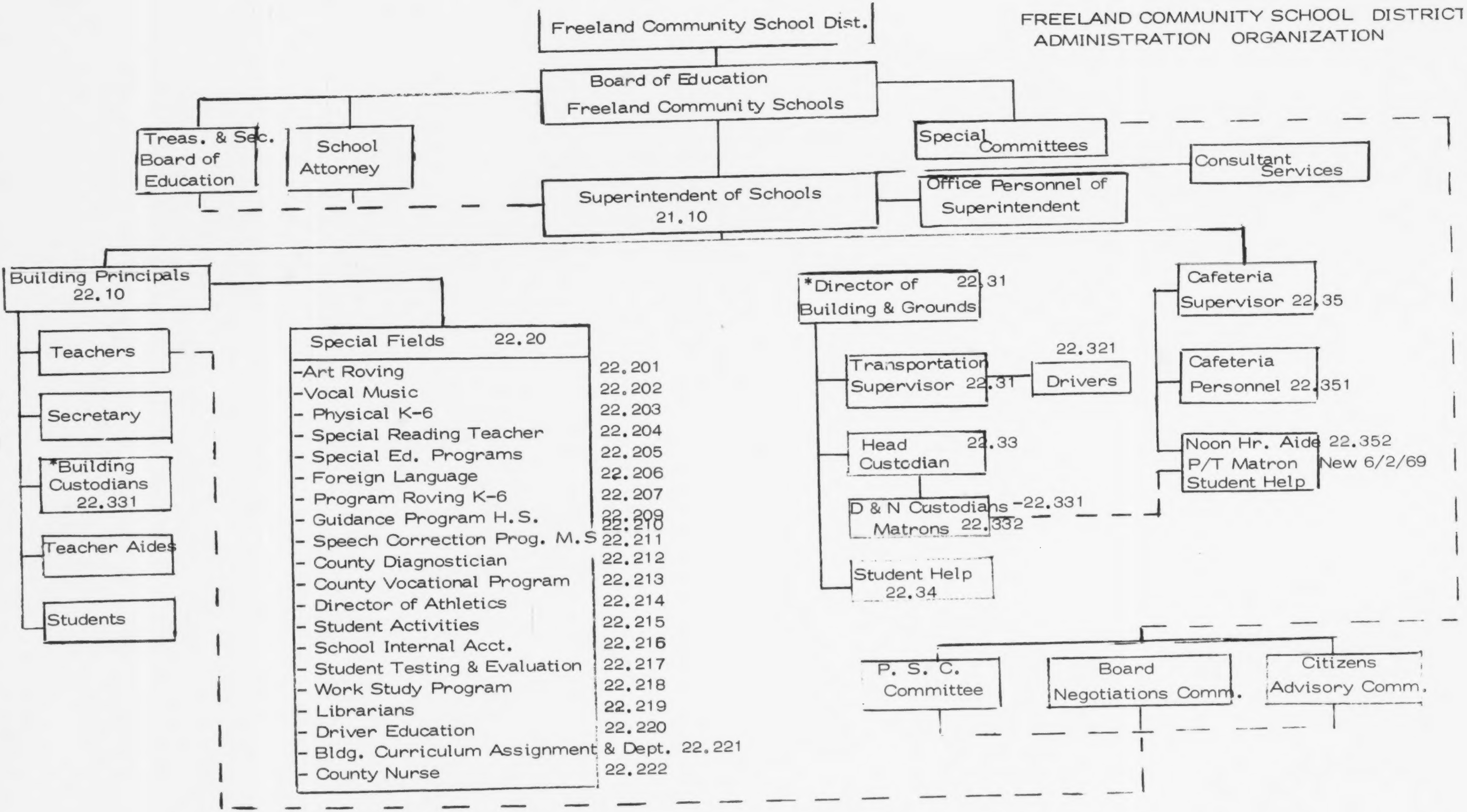
CHAPTER IV

FREELAND COMMUNITY SCHOOL

ORGANIZATIONAL

CHART

FREELAND COMMUNITY SCHOOL DISTRICT
ADMINISTRATION ORGANIZATION


Freeland Community School Dist.
Board of Education
Freeland Community Schools
Treas. & Sec. Board of Education
School Attorney
Special Committees
Consultant Services
Superintendent of Schools 21.10
Office Personnel of Superintendent
Building Principals 22.10
Teachers
Secretary
*Building Custodians 22.331
Teacher Aides
Students
Special Fields 22.20
-Art Roving 22.201
-Vocal Music 22.202
- Physical K-6 22.203
- Special Reading Teacher 22.204
- Special Ed. Programs 22.205
- Foreign Language 22.206
- Program Roving K-6 22.207
- Guidance Program H.S. 22.209 22.210
- Speech Correction Prog. M.S 22.211
- County Diagnostician 22.212
- County Vocational Program 22.213
- Director of Athletics 22.214
- Student Activities 22.215
- School Internal Acct. 22.216
- Student Testing & Evaluation 22.217
- Work Study Program 22.218
- Librarians 22.219
- Driver Education 22.220
- Bldg. Curriculum Assignment & Dept. 22.221
- County Nurse 22.222
*Director of Building & Grounds 22.31
Transportation Supervisor 22.31
22.321 Drivers
Head Custodian 22.33
D & N Custodians -22.331
Matrons 22.332
Student Help 22.34
Cafeteria Supervisor 22.35
Cafeteria Personnel 22.351
Noon Hr. Aide 22.352
P/T Matron New 6/2/69
Student Help
P. S. C. Committee
Board Negotiations Comm.
Citizens Advisory Comm.

——— Solid Line Indicates Line of Authority

- - - Cooperative relationship & Work Assignments

* Indicates responsibilities to Supt. of Building & Grounds during off school days and vacation periods.

PROGRAM

"STAY"

CHAPTER V

TEACHER INFORMATION

SALARY SCHEDULES 12 MONTH PROGRAM

RELATED TEACHERS' CONTRACT

PROGRAM

"STAY"

SALARY SCHEDULE

Steps	B.A.	M.A.
0	$ 9,000	$ 9,900
1	10,170	11,070
2	12,150	13,050
3	13,500	14,400
4	15,120	16,020
5	17,010	18,000

I. Each step here represents teaching a full year in the STAY Program.

II. Each year of experience in a 9 month school year will be converted to a 12 month school year by multiplying by 2/3 and rounding off to the nearest half step.

Example:

6 years experience in 9 month school would convert as follows ----

2/3 (6) = 4 years

$$\frac{\text{9 month}}{\text{6 yrs.}} \longrightarrow \frac{\text{12 month}}{\text{4 yrs.}}$$

Please note: In estimating teachers' salaries for STAY, we used 55% of the teachers at maximum salary B.A. and 45% at step 1 of the B.A. schedule.

PROGRAM

"STAY"

PROGRAM SCHEDULE

Planned around Central Michigan University's 6 week summer session. June 21 to July 30.

Term		Term Dates
I	-	May 11, 1970 June 16, 1970
II	-	June 17, 1970 July 24, 1970
Vacation	-	July 27, 1970 August 7, 1970
III	-	August 10, 1970 September 17, 1970
IV	-	September 18, 1970 October 23, 1970
V	-	October 26, 1970 December 3, 1970
VI	-	Decemb 4, 1970 Januar 4, 1971
VII	-	January 15, 1971 February 22, 1971
VIII	-	February 23, 1971 March 31, 1971
IX	-	April 1, 1971 May 10, 1971

This program development of the terms for K-12 students is projected to allow teachers who are on vacation cycle to return to college or universities for advanced degree work.

PROGRAM

"STAY"

VACATION

1. Based on senority in each building.

2. A teacher will earn two weeks of vacation for each year taught in the STAY Program.

3. Vacation is only taken in six week blocks.

4. By the end of a three year cycle each teacher will have had a paid six weeks vacation.

5. Teachers taking a vacation during the first and second years will be receiving vacation in advance of the date that the vacation is earned.

6. Severance pay will be given to teachers leaving before their vacation time comes. It will be based on their unused accumulated vacation time at their base rate.

PROGRAM

"STAY"

SICK LEAVE DAYS

1. Sick leave will accumulate at the rate of 15 days per 12 month year.
2. Teachers working one semester will receive 5 days sick leave, a semester is 12 weeks.
3. If a teacher works less than one semester, he will receive a proportionate amount of sick leave.
4. Sick leave will have unlimited accumulation.

PROGRAM

"STAY"

PERSONAL LEAVE DAYS

1. Three days per year or one day per trimester if teacher works less than one full year.

2. These days cannot be accumulated.

3. This is not part of the sick leave.

PROGRAM

"STAY"

ADDITIONAL TEACHER CONTRACT CONSIDERATION

ELIGIBILITY OF PERSONNEL

A. Eligibility for Participation in the Extended School Year: Any faculty member who has satisfactorily completed the two year probationary period as a full time member of the regular staff will be eligible to participate in the Extended School Yaar Program. An exception to the above stated eligibility will occur in the event an instructional course is offered which demands the specific service of an ineligible member of the school staff and which therefore cannot be filled by an eligible teacher.

B. Method of Selection of the Extended School Year Staff: Eligible staff members desiring participation in this program shall submit an application which will be reviewed by the Program Director and submitted to the Board of Education for final approval. Elaborations on this policy will be as follows:

1. It will be assumed that ideally, all eligible members of the school staff will be assured of participation in the extended school year program when it is fully implemented.

2. In its initial stages of development, however, the extended school year program must be developed gradually. In the event that gradual development does not allow full participation by all interested personnel, selection shall be made on the basis of (1) strength of professional credentials, (2) seniority in our school system.

C. Re-eligibility Policy: In the event an individual drops from the program after having participated in less than a full sequence of activity, he shall lose the seniority he has accumulated. An exception of this policy will be as follows:

1. Persons dropping from the extended school year program due to emergency situations of an unavoidable nature or granting of leave of absence under school policy, may submit a written request for a temporary leave which will evable him to maintain seniority accumulated to the date of his request. All requests of this nature must be submitted to the Director for approval.

Loss of seniority will mean that upon re-entering the program, the sequence of activity must be started from the beginning.

D. Rotation of Personnel: Personnel accepted on the extended session staff Will progress through the three phases, Instruction, Curriculum, and Professional Improvement, on a rotating basis. This rotation designates that personnel will teach the first year, work on curriculum the second, and progress to professional improvement the third. Deviations from this sequence will be as follows:

   1. The first two phases, Teaching and School Study project, can be inter-changed in the sequence whereby it will be possible for a teacher to be involved in either activity for two consecutive years prior to being eligible for the professional improvement phase.

E. Rotation of Selection on Professional Improvement Phase: Upon being eligible for the professional improvement phase, the following rotation must be followed in selection of the three activities offered:

   1. College Credit: must be the first choice although it may be selected on each occasion a teacher becomes eligible for professional improvement in lieu of travel. This choice for persons in continuous participation in the extended school year will be available at the end of the second, eleventh, twentieth, etc. years. If again, chosen in lieu of travel, it will, in addition, be available at the end of the fifth, fourteenth, twenty-third, etc., years.

   2. Approved Travel: will be the second choice available upon becoming eligible for professional improvement. A person with continuous participation in the program will be eligible at the conclusion of their 6th, 12th, 18th etc. years.

F. Deviation from the Above Sequence of Rotation: Since some teachers employed in the school system will not be able to complete the entire sequence of activity due to the imminance of their retirement, exceptions would have to be made or policy developed.

PROGRAM

"STAY"

CHAPTER VI

MAINTENANCE PROGRAM

As it applies to Program

"STAY"

PROGRAM

"STAY"

To Fit a Twelve Month Program

I. Daily basic cleaning schedule:
   - a) All rooms in all schools would be dust mopped each day.
   - b) Halls and gym would be cleaned each day.
   - c) Bathrooms and locker rooms damp mopped or scrubbed each day.
   - d) Waste baskets emptied everyday.
   - e) Dusting would be done in 1/5 of high school each day.

II. Daily basic maintenance schedule:
   - a) Opening up in the morning.
   - b) See that all school buses are running.
   - c) Check the building taking care of anything as needed.
   - d) Lock building at the end of the day.

III. Continuous Waxing Schedule:
   - a) Halls, kitchen, cafeteria, offices and gym would be done on off school days, while the other rooms would be rotated by the night shift or if necessary, done on off school days or week ends.

   - b) All rooms would be waxed three times yearly.

IV. Continuous Painting Schedule

1. High School - basically 50 rooms and halls.
   Paint 5 rooms each year.

   Elementary & North Building - basically 30 rooms and halls.
   Paint 5 rooms each year.

   Any outside contractors would paint on off school days. All painting would be done after school hours, on week ends, or on off days even if done by regular maintenance personnel.

2. Painting would be done in the rooms needing it most rather than a fixed schedule.

3. An average classroom would cost $100 and a room such as the band room would cost $200 if done by outside contractors. The regular maintenance personnel could do it for about $60 for the classroom and rooms such as the band room for $120

V. Personnel --
   Numbers and Shifts

V. Personnel - continued

1. High School - Day Shift - 2 full time men
   Night Shift - 2 full time men
   1 Woman - 5 hours
   2 boys - 3½ hours each

   Elementary - Day shift- 1 full time man
   Night Shift - 4 part time

2. Job Descriptions:

   High School - *Night men* pick up paper, dust mop halls, offices and gym.
   Clean bathrooms and locker rooms.
   Lock up Building.
   The boys dust mop all classrooms and set up cafeteria.
   Janitress - dust and wash desks.

   Day men open up, help get buses started, then do anything needed such as fix water leaks, fix light switches, make new shelves, clean drains or unplug them, minor repairs on buses, mow lawns, trim shrubs, shovel or plow snow, fix boiler, pumps, lights, go after parts, drive bus, change light bulbs etc.

   Elementary - *Day man* opens up and checks school
   Shovels snow, sets up cafeteria and tears it down. Dust mops 6 or 7 rooms and cleans bath rooms, also does minor repair work.

   Night Shift dust mops and does general cleaning and carry out paper.

3. Salary Schedule - See salary sheet.

4. Policy on Vacations, sick leaves and personal days.

   Vacations - Vacations could be taken any time between March 1 to December 1. No more than 1 man per school at a time. Each would be entitled to vacations as follows:
   1 year - 1 week
   2nd, 3rd & 4th year. - 2 weeks
   after 5 full years of work, they would get 3 weeks and thereafter until 10 years are completed giving them 4 weeks vacation.

   Sick Leave - After 1 complete year, they would be entitled to 10 days sick leave cumulative to 60 days.

   Personal Days - After 1 Complete year, they would be entitled to 5 personal days.

5. Procurement - Interview them first and if any doubt, give them a work trial of 1 or 2 weeks.

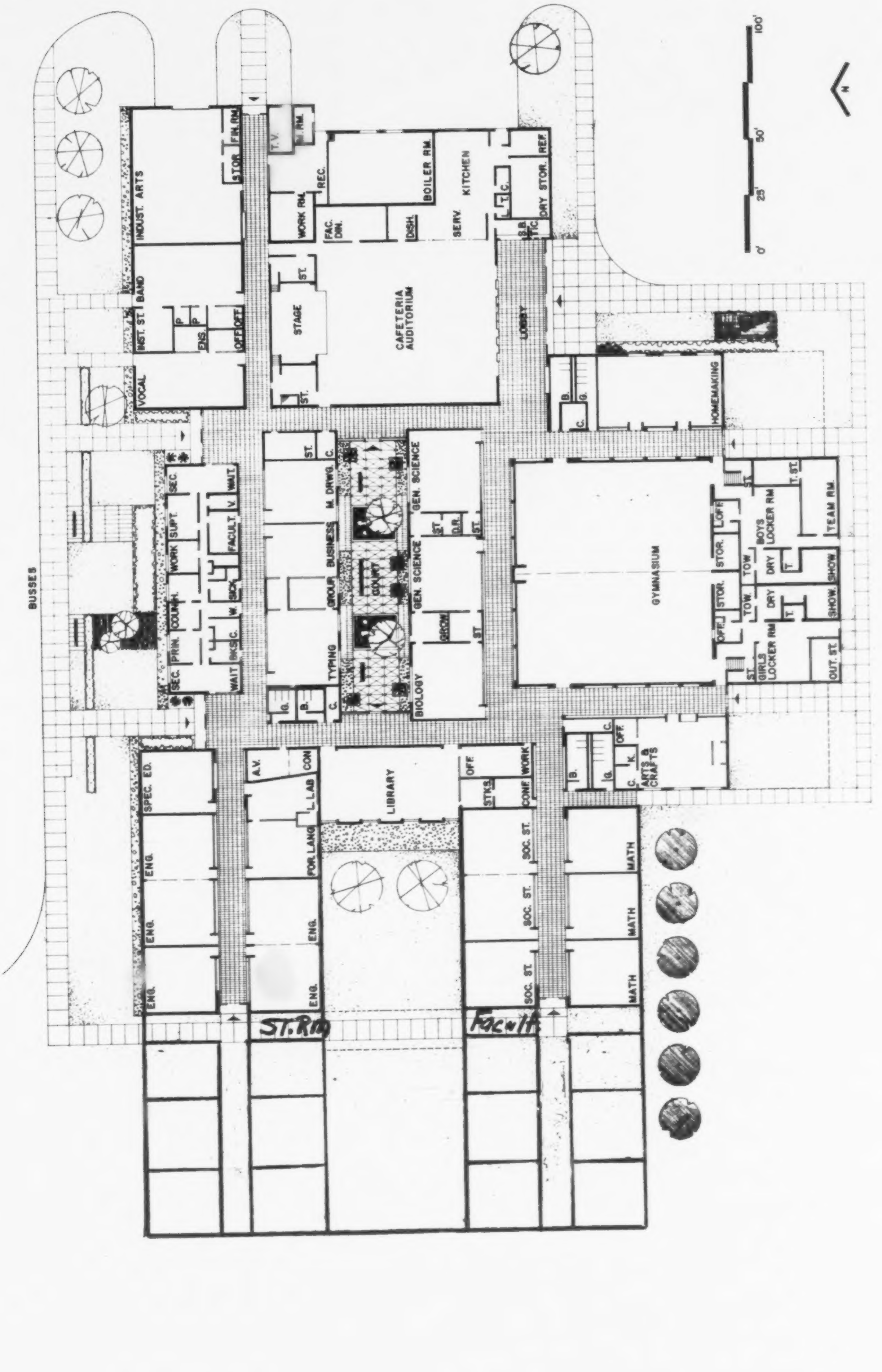
PROGRAM

"STAY"

MAINTENANCE SALARY SCHEDULE
(Hourly rate)

	1 yr	2 yr	3 yr	4 yr	5 yr	6 yr
Director of Buildings & Grounds	2.75	3.05	3.35	3.65	3.95	4.25
Crew Leader A	2.55	2.80	3.05	3.30	3.55	3.80
Crew Leader B	2.35	2.53	2.71	2.89	3.07	3.25
Janitor	2.35	2.53	2.71	2.89	3.07	3.15
Janitress	2.00	2.25	2.50			
Boys	1.50	1.75	1.85			

FREELAND HIGH SCHOOL
FLOOR PLAN
1000 Students


INDUST. ARTS
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VOCAL
T.V.
REC.
WORK RM.
FAC. DIN.
BOILER RM.
DISH.
SERV.
KITCHEN
DRY STOR.
REF.
STAGE
ST.
CAFETERIA AUDITORIUM
LOBBY
HOMEMAKING
B.
G.
C.
SEC.
WAIT
SUPT.
WORK
FACULT.
COUNS.
PRIN.
BKS.
SICK
M. DRWG.
BUSINESS
GROUP
TYPING
COURT
GEN. SCIENCE
D.R.
GROW.
BIOLOGY
GYMNASIUM
OFF.
STOR.
TOW.
DRY
BOYS LOCKER RM
GIRLS LOCKER RM
SHOW.
T. ST.
TEAM RM.
OUT. ST.
A.V.
CON.
L. LAB
LIBRARY
OFF.
STKS.
CONF.
WORK
ARTS & CRAFTS
K.
SPEC. ED.
ENG.
FOR. LANG.
SOC. ST.
MATH
BUSSES
St. Rm
Facult
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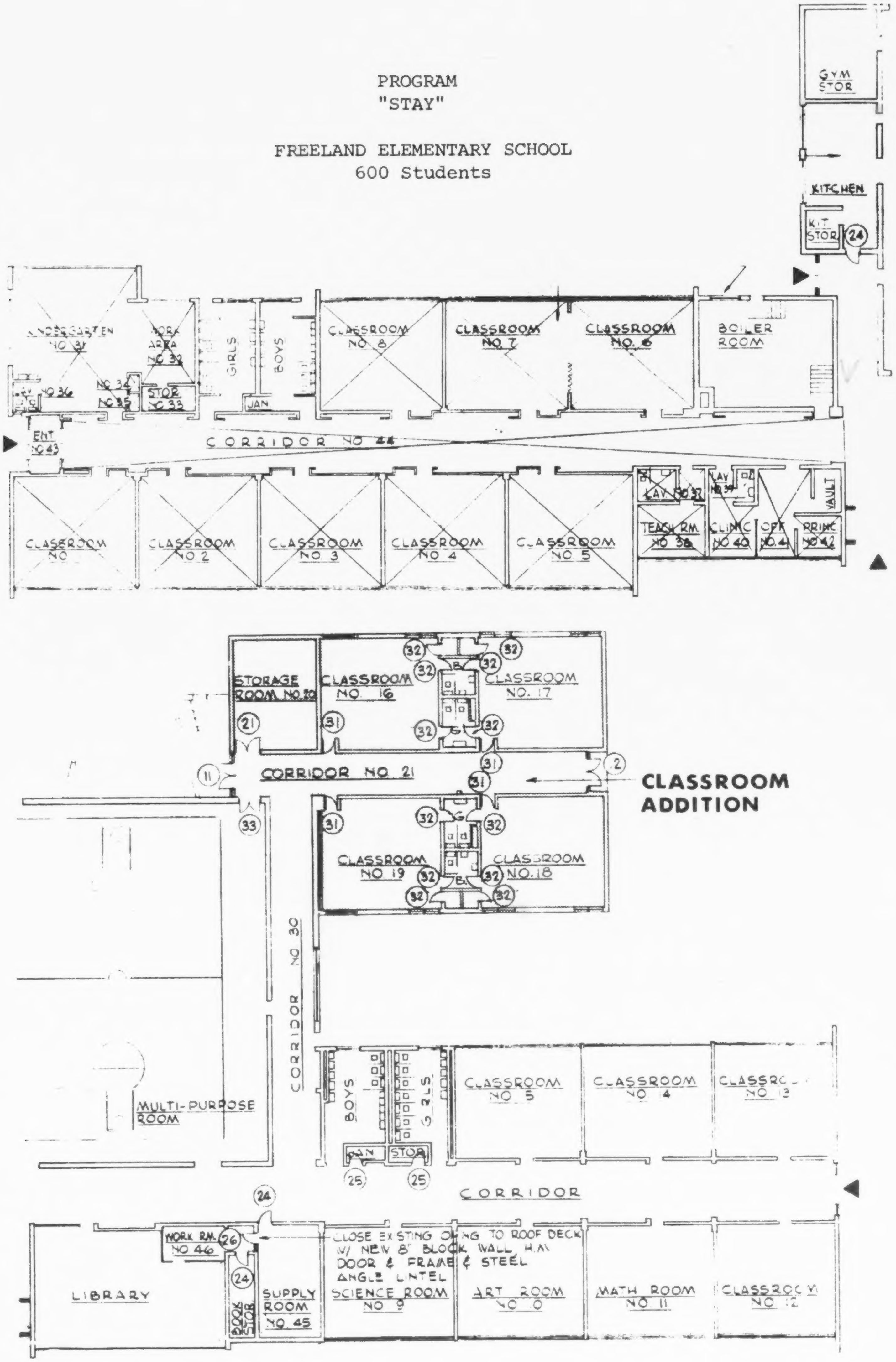
PROGRAM
"STAY"

FREELAND ELEMENTARY SCHOOL
600 Students


GYM STOR
KITCHEN
KIT STOR
24
KINDERGARTEN NO 31
WORK AREA NO 32
NO 34
NO 35
STOR NO 33
NO 36
GIRLS
BOYS
JAN
CLASSROOM NO. 8
CLASSROOM NO. 7
CLASSROOM NO. 6
BOILER ROOM
ENT NO 43
CORRIDOR NO 44
CLASSROOM NO 1
CLASSROOM NO 2
CLASSROOM NO 3
CLASSROOM NO 4
CLASSROOM NO 5
LAV NO 37
LAV NO 39
VAULT
TEACH RM NO 38
CLINIC NO 40
OFF NO 41
PRINC NO 42
STORAGE ROOM NO 20
CLASSROOM NO. 16
CLASSROOM NO. 17
CORRIDOR NO 21
CLASSROOM NO 19
CLASSROOM NO 18
21
31
32
11
12
33
CORRIDOR NO 30
MULTI-PURPOSE ROOM
BOYS
GIRLS
JAN
STOR
25
CLASSROOM NO 15
CLASSROOM NO 14
CLASSROOM NO 13
CORRIDOR
24
26
WORK RM NO 46
LIBRARY
BOOK STOR
SUPPLY ROOM NO 45
SCIENCE ROOM NO 9
ART ROOM NO 10
MATH ROOM NO 11
CLASSROOM NO 12

CLASSROOM ADDITION

CLOSE EXISTING OPNG TO ROOF DECK W/ NEW 8" BLOCK WALL H.M. DOOR & FRAME & STEEL ANGLE LINTEL

PROGRAM

"STAY"

CHAPTER VII

AUXILIARY STAFF IN THE YEAR-ROUND SCHOOL

PROGRAM

"STAY"

The following study is an attempt to outline the duties of various non-teaching persons in the system.

Suggested qualifications are also outlined.

The salary schedule is the result of my study of the salaries paid in several surrounding districts.

I could see no way to use fewer people in these positions during a year-round program.

Because we will be in need of more people in guidance work in our system, there will be a need for two more persons, one for each school building. They would work in the capacity of guidance secretary to the guidance people in each building.

There is also a need for para-professionals to work with teachers in the classrooms. The qualifications,duties, and salaries would need to be extended to cover these positions.

FREELAND COMMUNITY SCHOOL

JOB DESCRIPTION

FOR

TITLE: Financial Secretary and Bookkeeper, Classification I

RESPONSIBLE TO: Superintendent

KEY DUTIES:

Make appointments
Answer telephone
Sort mail for distribution
District and individual tuition records
Administrators and individual tuition records
Notarize papers
Process invoices for gasoline for Driver Training cars and for busses
Keep insurance records and process invoices for payment
Prepare claims for car, truck, and bus accidents
Correspondence, reports, etc.
Keep records on all construction projects
Take dictation
Filing
Issue work permits
Arrange luncheons
Make state reports
Make payroll report
Make payments for insurance, MEA dues, withholding tax

QUALIFICATIONS:

High school graduate, preferably with business education
Experience in office management capacity
Thorough knowledge of grammar, spelling, and business correspondence
Thorough knowledge of the operation of the school system
Ability to type, take shorthand and transcribe dictation
Notary public

FREELAND COMMUNITY SCHOOL

JOB DESCRIPTION FOR

TITLE: Secretary to Board of Education, the Superintendent, and for the transportation department, Classification II

RESPONIIBLE TO: The Board of Education and the Superintendent

KEY DUTIES:

- Make appointments
- Answer telephone
- open and distribute mail
- Take dictation
- Type letters, bulletins, reports, etc.
- Keep record of minutes of board meetings
- Record chest X-rays
- Collate materials for reports and projects
- General supervision of secretarial services in office
- Filing
- Plan bus routes

QUALIFICATIONS:

High School graduate preferably with business education, with experience in office management. Thorough knowledge of office practices and procedures and of the operation of the school system. Thorough knowledge of grammar, spelling, and business correspondence. Ability to deal effectively and courteously with people.

FREELAND COMMUNITY SCHOOL

JOB DESCRIPTION FOR

TITLE: Secretary to the Principlas, Classification III

RESPONSIBLE TO: The individual Principal

KEY DUTIES: for elementary

- office supervision
- Supervision of student help
- Principal's correspondence
- Orders for books, supplies, and repairs
- Opening and Closing bulletins
- Checking in orders and stamping new books
- Memeographing various programs
- PA announcements in principal's absence
- Inventories
- Arrange for substitutes
- Official membership report
- Counter work
- Attendance records
- Child accounting
- arrange appointments
- Answer telephone
- Maintain records and files

Check reports, requisitions, etc., to assure completeness
Assist the principal in a wide variety of his administrative functions
student insurance records
Student picture distribution and collection
Maintain medical emergency and family information file
Accounting
Give medical attention in emergency
Account for milk and lunch money and dispense tokens
Lunch report
Bank for lunch program
Post and pick up mail

QUALIFICATIONS:

High school graduate with secretarial experience
Thorough knowledge of office practice, of grammar, spelling, and business correspondence
Ability to type, take shorthand, transcribe dictation
Ability to work well with people and to work under pressure
Ability to excercise independent judgement

FREELAND COMMUNITY SCHOOL

JOB DESCRIPTION

FOR

TITLE: Secretary to the Principals, Classification III

RESPONSIBLE TO: The individual principal

KEY DUTIES: For Middle School
Office supervision
Supervision of student help
Principal's correspondence
Orders for books, supplies, and repairs
Budget compilation
Opening and closing bulletins
Exam bulletins
Schedules for new students
Checking in orders and stamping new books
Mimeographing various programs
PTSA bulletins
PA announcements in principal's absence
Inventories
Arrange for substitutes
Official membership report
C A 60 records
Counter work
Record grades
Report card distribution
Collating attendance for Superintendent's Office
Attendance records
Child accounting
Distribution of marks
Take and transcribe confidential correspondence, records and reports
Arrange appointments
Answer telephone
Compose correspondence independently
Maintain records and files
Check reports, requisitions, etc. to assure completeness
Assist the principal in a wide variety of his administrative functions
Typing and distribution of school lunch menu
Emergency supervision during classroom teacher's absence from the room
Student insurance records
Student picture distribution and collection
Communicate with school nurse
Maintain and update medical emergency and family information file
Internal Account
Issue admission slips and passes
Give medical attention in emergency
Supervise sick students until called for by parent

QUALIFICATIONS:
High school graduate with secretarial experience
Thorough knowledge of office practice, of grammar, spelling, and business correspondence
Ability to type, take shorthand, transcribe dictation
Ability to work well with people and to work under pressure
Ability to excercise independent judgement

FREELAND COMMUNITY SCHOOLS

JOB DESCRIPTION

FOR

TITLE: Secretary to the Principals, Classification III

RESPONSIBLE TO: The individual Principal

KEY DUTIES: for high school

Office supervision
Supervision of student help
Principal's correspondence
Orders for books, supplies, and repairs
Checking in orders and stamping new books
Mimeographing various programs
PA announcements in principal's absence
Inventories
Arrange for substitutes
Official membership report
Counter work
Attendance records
Child accounting
Answer telephone
Compose correspondence independently
Maintain records and files
Check reports, requisitions, etc. to assure completeness
Assist the principal in a wide variety of his administrative functions
Student insurance records
Student picture distribution and collection
Communicate with school nurse
Maintain medical emergency and family information file
All school internal account
Issue admission slips and passes

QUALIFICATIONS:

High School graduate with secretarial experience
Thorough knowledge of office practice, of grammar, spelling, and business correspondence
Ability to type, take shorthand, and transcribe dictation
Ability to work well with people and to work under pressure
Ability to exercise independent judgement

FREELAND COMMUNITY SCHOOL

JOB DESCRIPTION

FOR

TITLE: Secretary for Guidance Office, Classification IV

RESPONSIBLE TO: Counselor

KEY DUTIES:

Types reports, correspondence, requisitions, purchase orders, and other materials requiring accuracy and neatness
Does complex filing and searching of files
Sorts and checks items
Schedules appointments for counselor
Receptionist
Occassionally receives payments and issues receipts
Gives general and non-technical information from records
Requests and records transcripts for all incoming students
Sends transcripts for outgoing students
Records semester grades on permanent records
Edits informational newsletter for students' use
Entering and leaving forms
Correspondence effecting communications between school, home and employer in work study program
Correspondence between office and institutions of higher learning
Maintains high school students' schedule file

QUALIFICATIONS:

High school graduate with secretarial experience
Thorough knowledge of office practice, of grammar, spelling, and business correspondence
Ability to type, take shorthand, and transcribe dictation
Ability to work well with people and to work under pressure
Ability to exercise independent judgement

FREELAND COMMUNITY SCHOOL

JOB DESCRIPTION

FOR

TITLE: Study Hall Supervisors

RESPONSIBLE TO: High School Principal

KEY DUTIES: Maintain order in study hall

QUALIFICATIONS:

- High school graduate
- Ability to deal efficiently and courteously with people
- Ability to exercise independent judgement

FREELAND COMMUNITY SCHOOL

JOB DESCRIPTION

FOR

TITLE: Noon - Hour Aides

RESPONSIBLE TO: Principals

KEY DUTIES: Maintain order in noon hour situations

QUALIFICATIONS: Ability to maintain order in a supervisory capacity

Years of Service

Classification		1	2	3	4	5	6	7	8	9
I	52 wks.	$4600	$4850	$5100	$5350	$5600	$5850	$6100	$6350	$6600
	46 "	4250	4500	4750	5000	5250	5500	5750	6000	6250
	44 "	4075	4325	4575	4825	5075	5325	5575	5825	6075
II	52 wks.	4278	4528	4778	5028	5278	5528	5778	6028	6278
	46 "	3928	4178	4428	4678	4928	5178	5428	5678	5928
	44 "	3753	4003	4253	4503	4753	5003	5253	5503	5753
III	52 wks.	3978	4228	4478	4728	4978	5228	5478	5728	5978
	46 "	3728	3978	4228	4478	4728	4978	5228	5478	5728
	44 "	3603	3853	4103	4353	4603	4853	5103	5353	5603
IV	52 wks.	3698	3898	4098	4298	4498	4698	4898	5098	5298
	46 "	3498	3698	3898	4098	4298	4498	4698	4898	5098
	44 "	3398	3598	3798	3998	4198	4398	4598	4798	4998

PROGRAM

"STAY"

CHAPTER VIII

TRANSPORTATION PROGRAM

As Related to

"STAY"

PROGRAM

"STAY"

TRANSPORTATION SALARY SCHEDULE

Annual salary based on the following rates & steps (hourly)

Step 1-$2.35 2-$2.50 3-$2.65 4-$2.80 5-$2.95

ANNUAL SALARIES

Two Trips Per Day:

Step 1-$1,269 2-$1,350 3-$1,431 4-$1,466 5-$1,500

Four Trips Per Day:

Step 1-$2,115 2-$2,250 3-$2,385 4-$2,520 5-$2,700

Five Trips Per Day:

Step 1-$2,600 2-$2,700 3-$2,800 4-$2,900 5-$3,000

To go to 12 month basis or 240 school days, one-third increase would be added to above salaries.

Salaries Twelve Month Year - Step Five

3 Drivers @ $1,500	plus one-third $1,500	$6,000
2 Drivers @ $2,700	plus one-third $1,800	7,200
4 Drivers @ $3,000	plus one-third $4,000	16,000
	TOTAL SALARIES	$29,200

NEEDED: 4 Kindergarten runs - as at present
9 K-6 Runs - Now have 12
6 7-12 Runs - Now have 9

This eliminates 6 runs per day but since we must cover the entire district, daily runs would reamin the same. Should check time between opening hour of high school and elementary and ending times between High school & elementary to allow for the two trip transportation program. We would need three less drivers. This would also delay purchasing buses for three or more years.

Drivers sick leave - 10 days accumulative to 30

BUS MAINTENANCE COSTS 1970-71

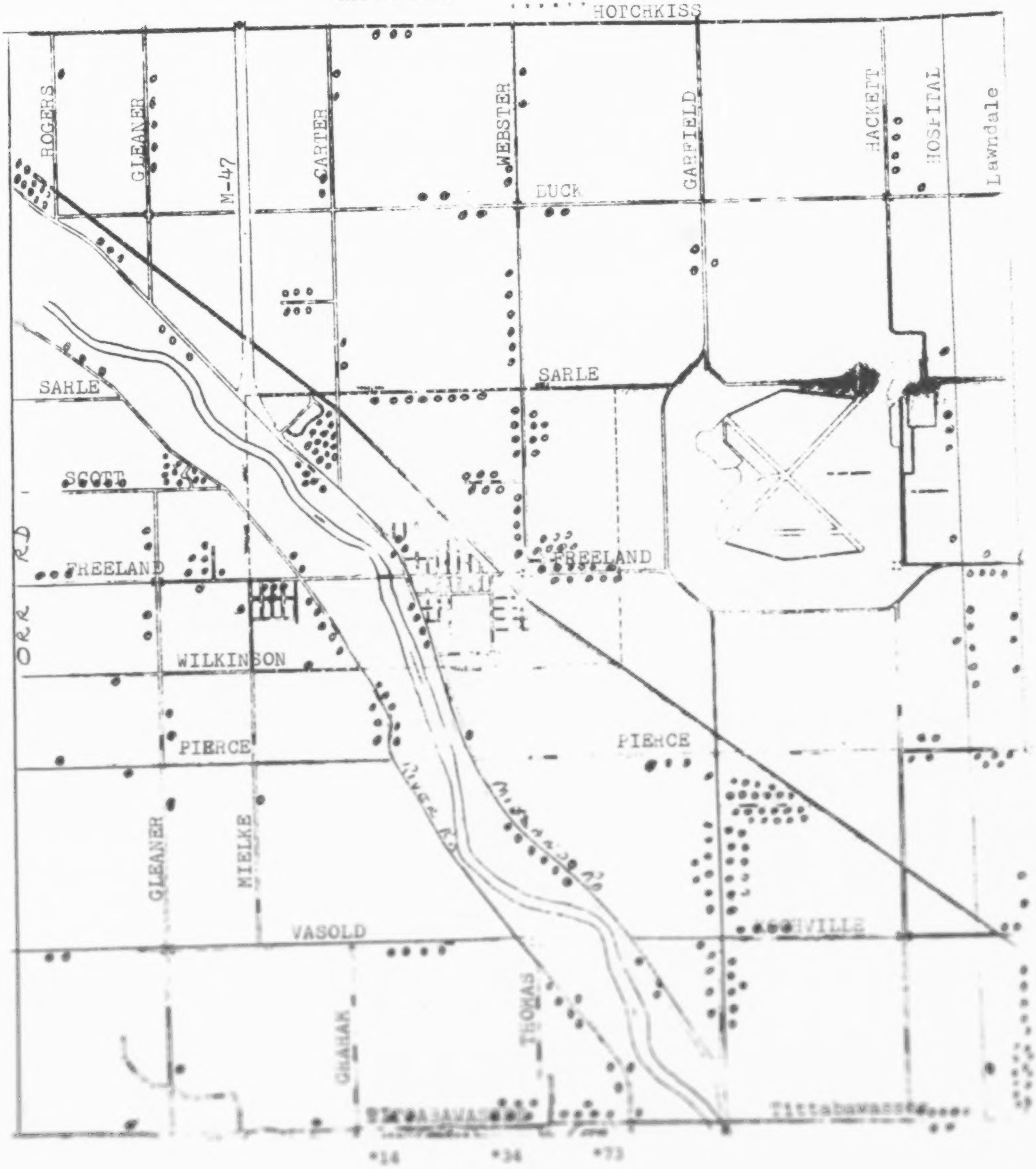
Gas & Oil	$4,600.00	
Repairs	5,000.00	
Replacement of Units	- 0 -	Reduce fleet by 3-no replacements for 3 or more yrs.
Insurance & Mis.	1,200.00	
Total wages	29,200.00	
GRAND TOTAL	$40,000.00	

PROGRAM
"STAY"
FREELAND COMMUNITY SCHOOLS

ELEMENTARY - Groups A & B Combined

Need 9 Buses

*Represents additional number of students for our district out of township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Lawndale
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SCOTT
ORR RD
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FREELAND
WILKINSON
PIERCE
PIERCE
GLEANER
MIELKE
River Rd
Midland Rd
VASOLD
ASHVILLE
GRAHAM
THOMAS
Tittabawassee
Tittabawassee
*14
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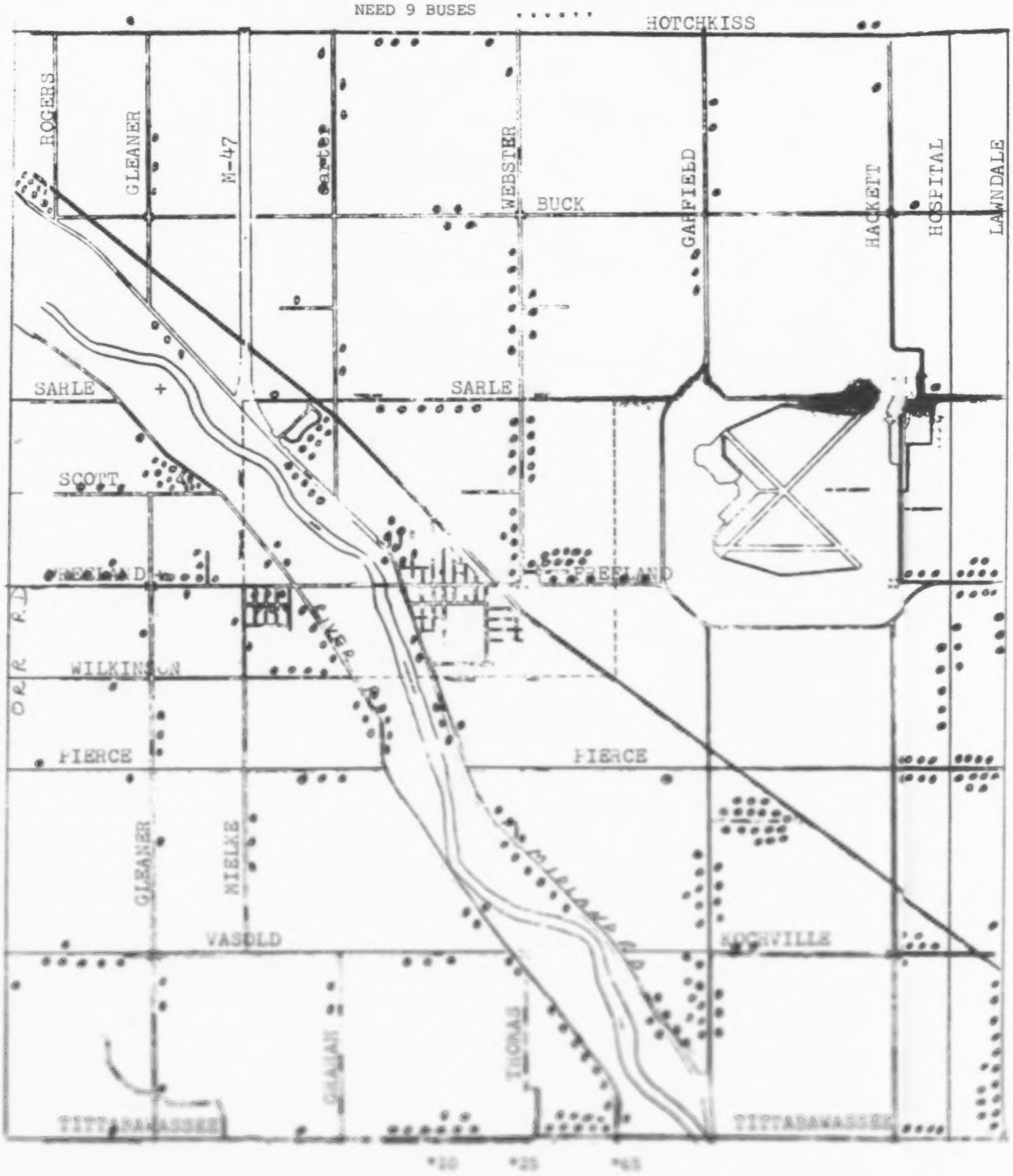
*73

PROGRAM
"STAY"
FREELAND COMMUNITY SCHOOLS

ELEMENTARY - GROUPS A & C COMBINED

NEED 9 BUSES ....

*Represents additional
number of students for our
district out of township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WILKINSON
RIVER RD
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PIERCE
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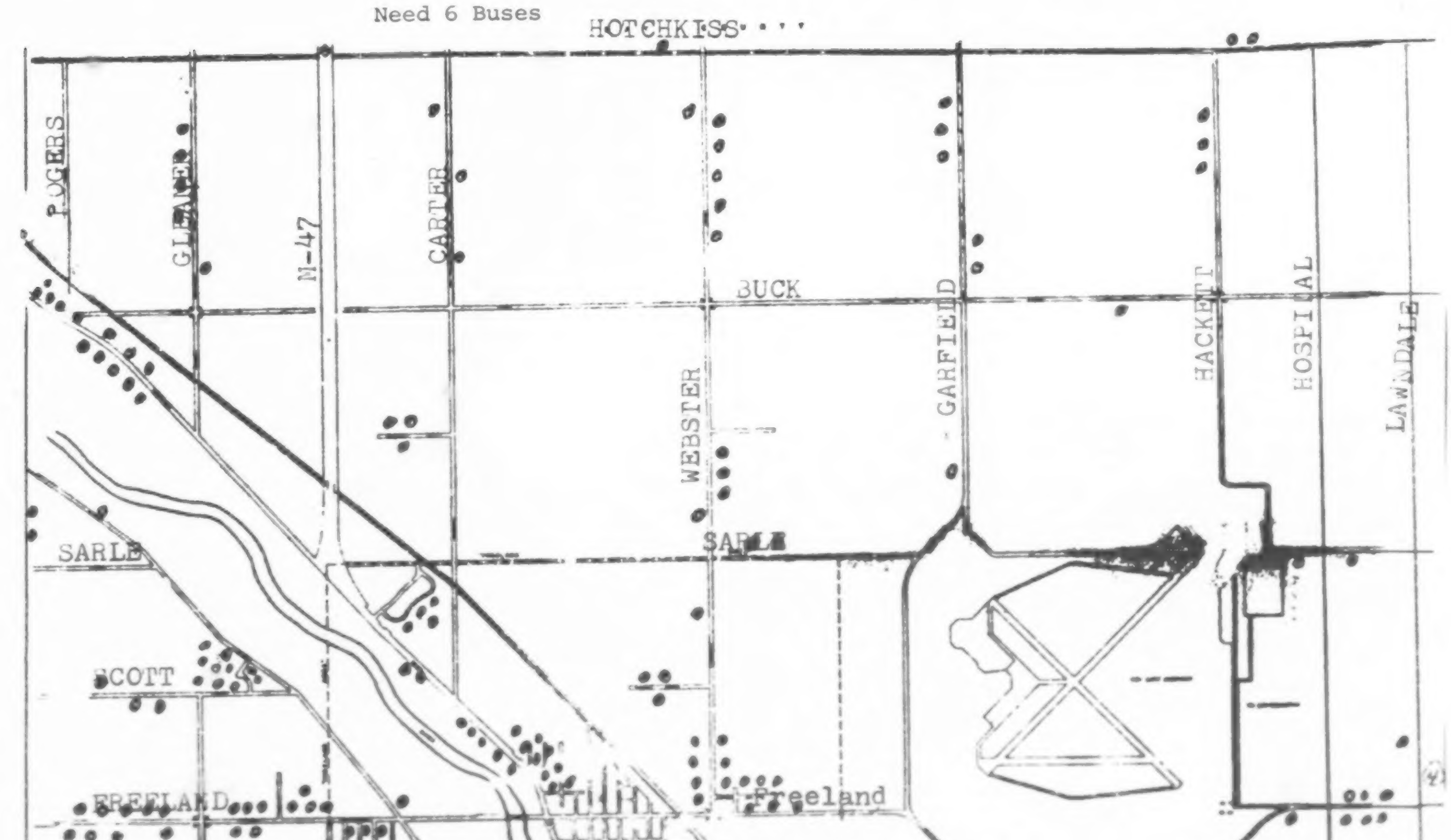
MIELKE
MIDLAND RD
VASOLD
KOCHVILLE
GRAHAM
THOMAS
TITTABAWASSEE
TITTABAWASSEE
*10
*25
*65

PROGRAM
"STAY"
FREELAND COMMUNITY SCHOOLS

HIGH SCHOOL - Groups A & C Combined

Need 6 Buses

*Represents additional number of students for our district out of township



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River Rd
Midland Rd
ORR RD
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GLEANER
MIELKE
VASOLD
KOCHVILLE
GRAHAM
THOMAS
TITTABAWASSEE
TITTABAWASSEE
*5
*10
*42

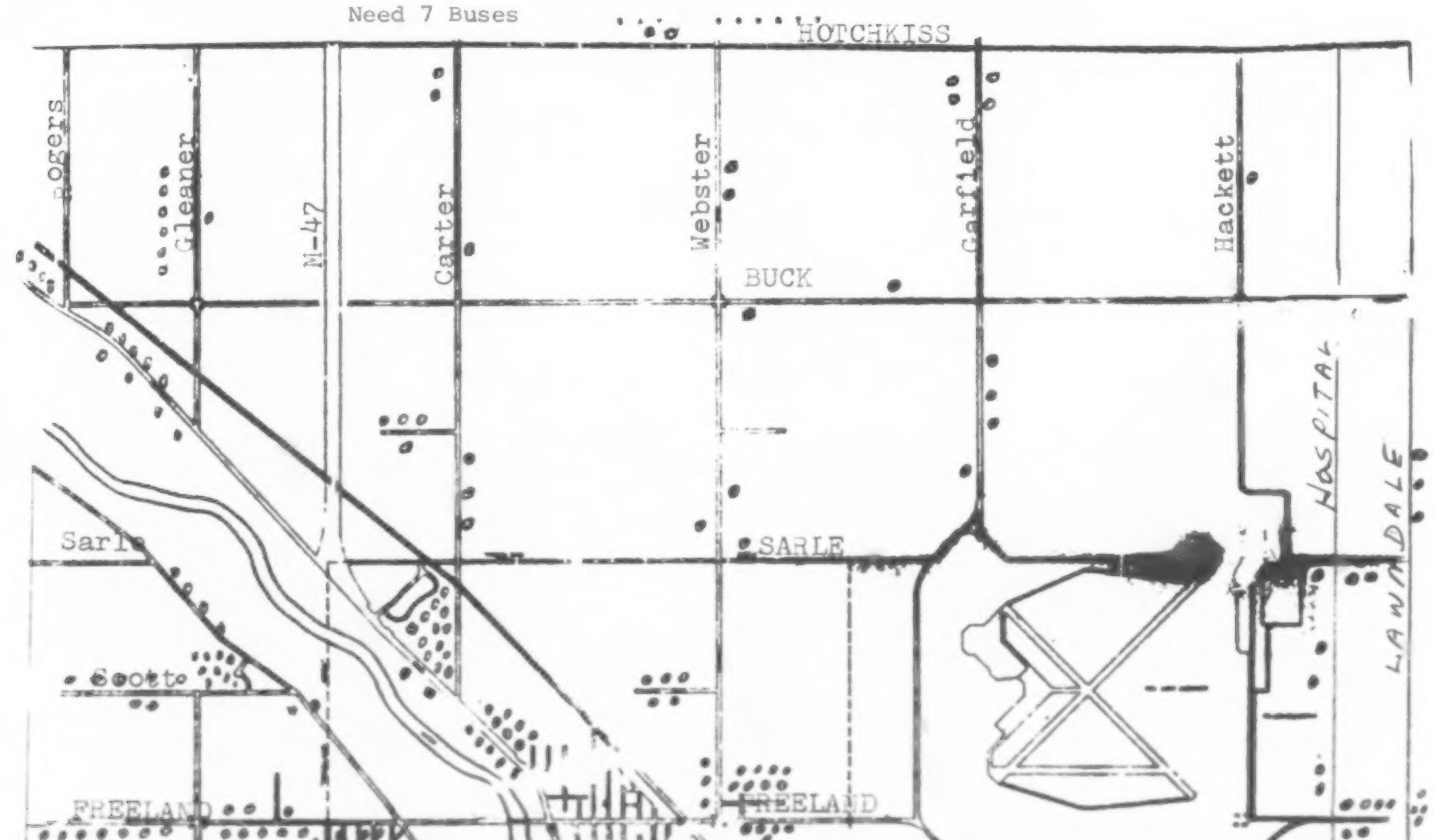
PROGRAM
"STAY"

FREELAND COMMUNITY SCHOOLS

HIGH SCHOOL - Groups A & B Combined

Need 7 Buses

*Represents additional number of students for our district out of township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TITTABAWASSEE
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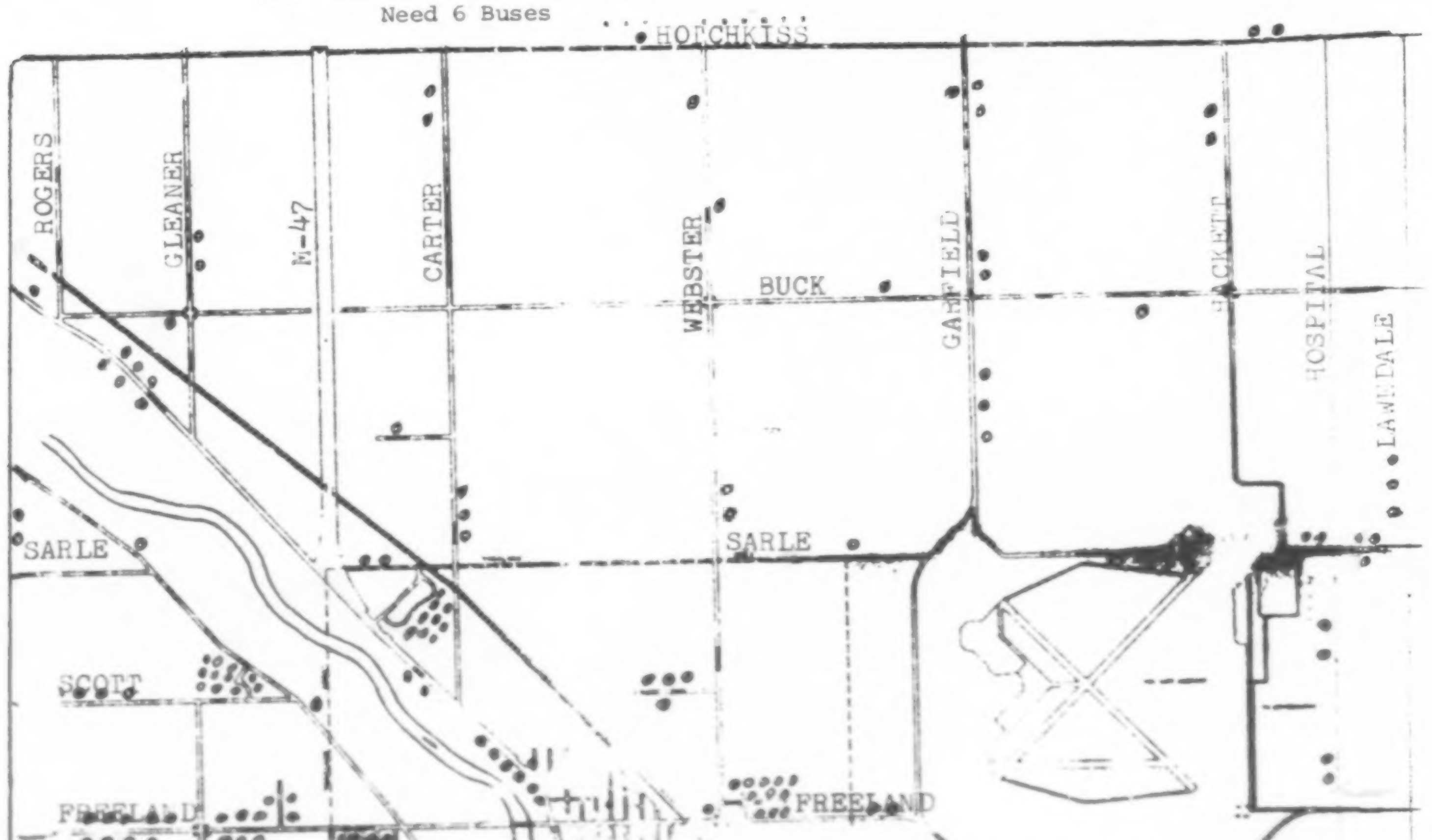
PROGRAM
"STAY"

FREELAND COMMUNITY SCHOOLS

HIGH SCHOOL GROUPS B & C COMBINED
Need 6 Buses

*Represents additional
number of students for our
district out of township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KOCHVILLE
GRAHAM
THOMAS
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TITTABAWASSEE
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*36

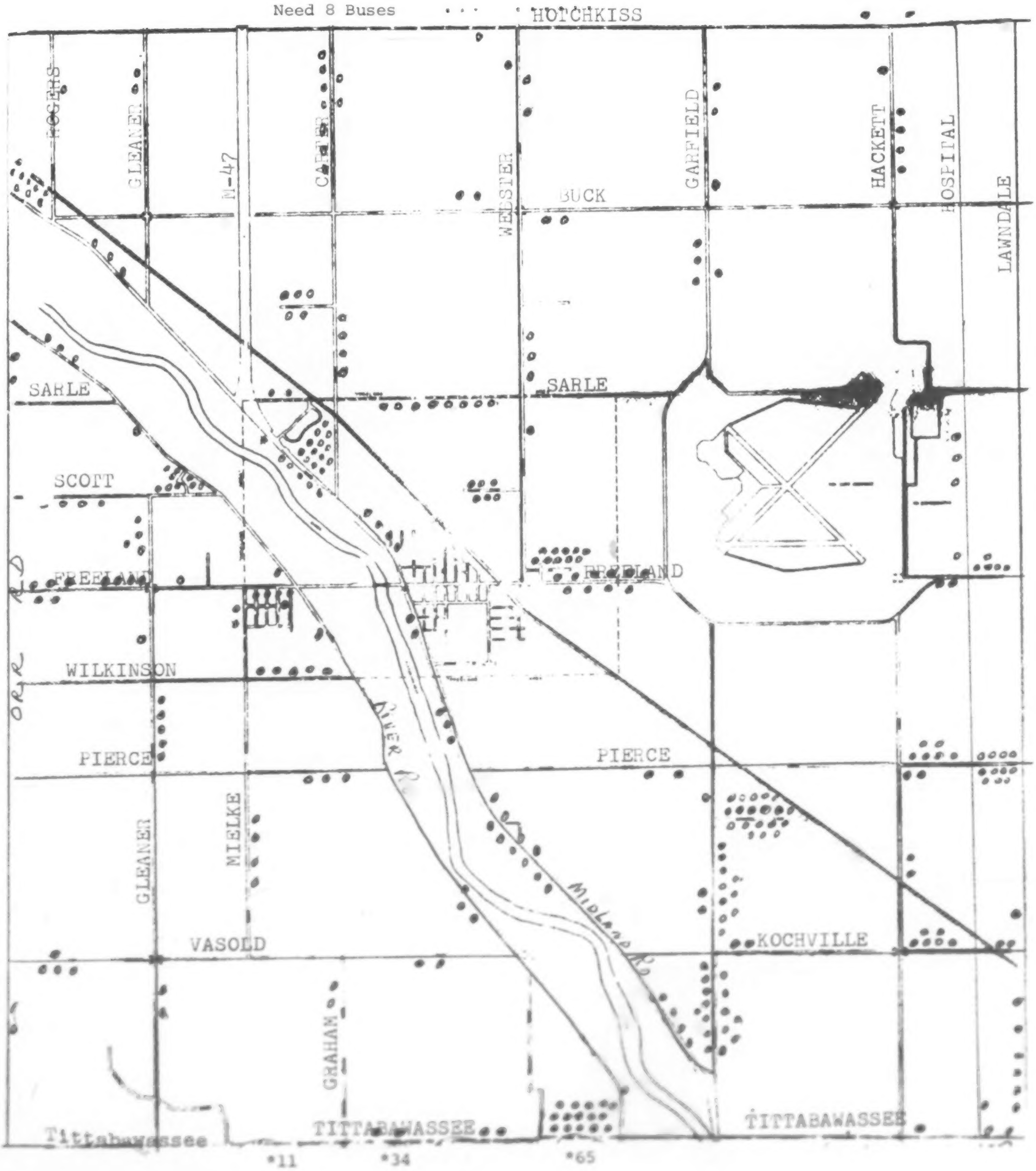
PROGRAM
"STAY

FREELAND COMMUNITY SCHOOLS

ELEMENTARY - GROUPS B & C COMBINED

*Represents additional
number of students for
our district out of township

Need 8 Buses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WILKINSON
ORR RD
PIERCE
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River Rd
GLEANER
MIELKE
Midland Rd
VASOLD
KOCHVILLE
GRAHAM
Tittabawassee
TITTABAWASSEE
TITTABAWASSEE
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*65

PROGRAM

"STAY"

CHAPTER IX

HOT LUNCH PROGRAM

AND

RELATED INFORMATION

PROGRAM

"STAY"

The Hot Lunch Program of the Freeland Community Schools has always operated on a pay as you go basis and is not, and has not been, in anyway supported by the Board of Education. The department is also expected to pay its share of operational costs-- heat, lights etc., and also to purchase its own equipment. Based on this type of operation, the Freeland Community School's lunch program could operate a year-around program as follows:

1) Offer Type "A" lunch for 240 days.
2) Full participation in federal milk reimbursement and Type "A" lunch reimbursement program.
3) With the reduction of student body, the Freeland Community School's Hot Lunch Program kitchen staff could be reduced from 7 staff members during the 1970-71 school year to 5 members.

I have attached to this report a sample menu of the Type A Program for the month of September 1970.

Alternate proposal for Hot Lunch---

The Freeland School District could offer Type A Hot lunch during the months of September to May each year with full reimbursement under the Federal Program for milk and lunch. Then during the months of June, July and August, they could offer two options to the students:

Option I - Students could bring bag lunches with milk furnished by the schools and possibly a fresh fruit available - apple, pear, orange etc.

Option II- The Hot Lunch Program could be set up whereby we serve frozen lunches as sponsored by Pronto Food Corporation of 3001 W. Cornelia Ave., Chicago, Illinois. This company offers a 30 day lunch selection without a repeat with throw away dishes and silverware and one that fulfills the state and federal requirements in order to qualify for reimbursement. The cost of this frozen, including labor, would range between 30¢ to 35¢ per serving. (See attachments)

General Areas of Consideration in the Hot Lunch Program-

The Committee studying the Hot Lunch Program for the STAY Program made the following recommendations:

1. Recommend that the kitchen be air conditioned.
2. Under year-around program, the staff could be reduced from 7 to 5 or it was suggested that the staff be reduced from 7 to 6 and 1 to be used as a rotating person to allow kitchen personnel a vacation schedule

When all personnel had completed their vacation schedule, the staff would then be dropped to 5.

3. Recommend that the starting wage for kitchen personnel be $1.65 per hour with regular increases over a five year period to $2.50 per hour.
4. Recommend that Blue Cross be paid in accordance with other staff members and board policy.

Basic Financial Facts - 1970-71 school year:

7 Staff members salary	$12,950.00
Food & USDA	29,791.36
Supplies	530.36
Board Reimbursement (Utilities, Bookkeeping & Maint.)	3,300.00
New Stove	1,057.15
Laundry	239.98
Repairs	464.33
Equipment	443.35
Miscellaneous	373.10
Total Oper. cost Salaries & Equip.	$49,149.63

Personnel Information

1	Kitchen Supervisor
6	Cooks & Assistants

Facilities -

1 Central Kitchen
Food Prepared in central kitchen and trucked to -

1 Elementary Building - enrollment in K-4 600
enrollment in 7-12 in
central kitchen area 1,000

Average daily meals prepared and served 600 per day

pronto®

PRONTO FOOD CORPORATION
General Offices and Processing Center:
3001 WEST CORNELIA AVENUE
CHICAGO, ILLINOIS 60618
(AREA CODE 312) 463-1100

September 3, 1970

Mr. Robert O. Young, Supt.
Community Schools
710 Powley Drive
Freeland, Michigan 48623

Dear Mr. Young:

I represent the Pronto Food Corporation in the State of Michigan and would like to introduce you to our fine line of pre-cooked institutional foods.

As you know, increasing costs of labor and raw materials have made it more and more difficult to present an economical and imaginative variety of school lunches. From the enclosed product brochures and school menu planner you can see that our pre-cooked entrees and Type A lunches offer not only consistently high quality, portion and cost control, but also feature the advantages of easy handling and quick preparation.

Our products may be obtained through the fine distributors listed below:

Gordon Food Service

Grand Rapids, 333 50th St., S.W.	538-2550
Kalamazoo	538-2550
Lansing, 2227 Spike St.	IV4-5354
Traverse City, 150 Hall St.	WI7-8252

Upper Peninsula

Scott Foods Company

Marquette, 502 Division St.	226-7576
Houghton	482-1550

A SUBSIDIARY OF PORTION CONTROL INDUSTRIES • INC.
Offices in: Union, New Jersey • Atlanta • Cleveland • Kansas City • Minneapolis • Anaheim, California

Detroit Area

Sun Valley Foods, 1951 E. Ferry 923-1200

For more information and/or samples of any of our products please contact me or one of the outlets listed above.

Very truly yours,

PRONTO FOOD CORPORATION

Jeremy P. Lumianski

Jeremy P. Lumianski
Sales Representative

J.P. Lumianski
4554 Eastwood Drive
Okemos, Michigan 48864

MENUS FOR SEPTEMBER 8 through OCTOBER 2, 1970

FREELAND COMMUNITY SCHOOL
FREELAND, MICHIGAN
WHITE MILK -- Students .03
Adults .06

TYPE A

MONDAY	TUESDAY	WEDNESSDAY	THURSDAY	FRIDAY
SEPTEMBER 7 LABOR DAY NO SCHOOL	8. Hot Dog on Bun Potato Chips Baked Beans Fruit & Milk	9. Hot Pork Sandwich Mashed Potatoes/Gravy Carrots Cookie & Milk	10. Goulash Roll & Butter Green Beans Pudding & Milk	11. Fish Sticks Mashed Potatoes Roll & Butter Peas Fruit Jello/Milk
14. Sloppy Joe on Bun Shoestrings Corn Fruit & Milk	15. Beef Noodle Casserole Roll & Butter Green Beans Apple Crisp & Milk	16. Chili with Saltines Peanut Butter Sandwich Recan Roll & Milk	17. Hamburger on Bun Potato Chips Cabbage Salad Cookie & Milk	18. Macaroni & Cheese Roll & Butter Peas & Carrots Chocolate Pudding Milk
21. Bar B.Q. Beef Shoestrings Corn Fruit & Milk	22. Spaghetti with Meat Sauce Roll & Butter Green Beans Apple Crisp & Milk	23. Hot Pork Sandwich Mashed Potatoes Carrots Cookie & Milk	24. Hot Dog on Bun Potato Chips Cole Slaw Apple & Milk	25. Tuna Noodle Casserole Roll & Butter Molded Lime Salad Pecan Roll & Milk
28. Chili with Saltines Peanut Butter Sandwich Cookie & Milk	29. Sloppy Joe on Bun Shoestrings Carrots Pudding & Milk	30. Goulash Roll & Butter Green Beans Apple Crisp & Milk	OCTOBER 1 Hamburger on Bun Potato Chips Corn Fruit Jello & Milk	2. Fish Sticks Mashed Potatoes Roll & Butter Peas Fruit & Milk

GRADES 5,6,7
TYPE A LUNCH MENU ONLY
STUDENTS - .35¢
ADULTS - .50¢

ELEMENTARY (Grades 1-4)
TYPE A LUNCH MENU ONLY
STUDENTS - .30¢
ADULTS - .50¢

SENIOR HIGH (9-12)
CHOICE OF TYPE A OR B LUNCH
STUDENTS - .35¢
ADULTS - .50¢

PROGRAM

"STAY"

CHAPTER X

COMMUNITY EVALUATION
REPORT

(This phase of the report is
incomplete as of this date)

PROGRAM

"STAY"

The Freeland Community School received a minimum-size grant for the development of the year-around school program and during the course of the feasibility study, there was insufficient funds available for the in-community and industry-business evaluation phase. I have included in this report, sample copies of community survey forms used by the Utica School System which I borrowed.

These forms were developed as a part of Utica's four-quarter feasibility study. They are included in this report merely to indicate the amount of work involved by our system in the second phase of the year-around tri-semester STAY Program which should be completed during the 1970-71 school year.

Again, the attached forms would have to be modified in order to adapt to the Freeland School System. It is hoped that with a second grant that we could avail ourselves of the following groups of people: University of Michigan Bureau of School Services, Staff Members of the Freeland Community School District, classified and non-classified, Business Men within the community and parents and citizens of the Freeland School District.

UTICA COMMUNITY SCHOOLS

BUSINESS AND INDUSTRIAL SURVEY

INFORMATION ABOUR RESPONDENTS

1. Type of business or industry

____ Manufacturing

____ Professional or Technical

____ Retail

____ Office or Service

____ Other Specify ____________________

2. Name and address of your business or industry

____

N Name of business or industry

____

Address City

3. Approximate number of employees ____________________

4. Approximate number of hourly employees ____________________

5. Approximate number of salaried employees ____________________

6. Estimated percentage of employees who live in the Utica Community Schools area (the northern two-thirds of Sterling Heights, all of the city of Utica, and all of Shelby Township).

____ Under 10%

____ 11-25%

____ 26-50%

____ 51-75%

____ 76-100%

UTICA COMMUNITY SCHOOLS

BUSINESS AND INDUSTRIAL SURVEY

Instructions: Please check the appropriate line or fill in the blanks revealing your opinions about the questions that follow.

1. Please rank on the basis of 1, 2, 3 and 4 the seasons when your hourly workers take their vacations. One would be the season when the greatest number of employees vacation, 2 the second busiest, 3 the third busiest, and 4 the season used least for vacations.

   ____ Winter

   ____ Spring

   ____ Summer

   ____ Fall

2. Please rank on the basis of 1, 2, 3 and 4 the seasons when your salaried workers take their vacations. One would be the season when the greatest number of employees vacation, 2 the second busiest, 3 the third busiest, and 4 the season used least for vacations.

   ____ Winter

   ____ Spring

   ____ Summer

   ____ Fall

3. Would it help your business/industry if your hourly employees wanted to take their vacations at a time other than during the summer?

   ____ Yes

   ____ No

   ____ Undecided

4. Would it help your business/industry if your salaried employees wanted to take their vacations at a time other than summer?

   ____ Yes

   ____ No

   ____ Undecided

UTICA COMMUNITY SCHOOLS

BUSINESS AND INDUSTRIAL SURVEY

5. If a four-quarter year-round school program were started, I would allow my hourly employees to take their vacations at any season of the year.

   Yes.......If your answer is yes, how long ahead of time would you need to know the vacation plans of your employees to arrange proper manpower scheduling?

   Less than one Month ____

   One to three months ____

   Three to six months ____

   Six months to a year ____

   A year or more ____

   No ____

   Undecided ____

6. If a four-quarter year-round school program were started, I would allow my salaried employees to take their vacations at any season of the year.

   Yes.......If your answer is yes, how long ahead of time would you need to know the intended vacation plans of your employees to arrange proper manpower scheduling?

   Less than one month ____

   Oneto three months ____

   Three to six months ____

   Six months to a year____

   A year or more ____

   No____

   Undecided____

UTICA COMMUNITY SCHOOLS

BUSINESS AND INDUSTRIAL SURVEY

7. Please indicate the conditions under which your business/industry would approve of a four-quarter year-round school program. You may check all of the answers below, or none of them, as you prefer.

A. Students would receive about the same education as they do now, but it would cost business/industry less in local school taxes.

____ Yes

____ No

____ Undecided

B. Additional education would be offered to students for about the same amount of money business/industry now pays in local taxes.

____ Yes

____ No

____ Undecided

C. Additional education would be offered to students only if there were also some increase in the amount of local school taxes.

____ Yes

____ No

____ Undecided

D. ____ I do not favor any of these proposed plans. My reasons are:

____

____

____

____

8. Do you hire high school students during the school year?

____ Yes . . . . If yes, approximately how many high school students do you hire during the school year?

____ 0-5
____ 5-10
____ 10-20
____ 20-50
____ 50 or more

____ No

UTICA COMMUNITY SCHOOLS

BUSINESS AND INDUSTRIAL SURVEY

9. Do you believe you would hire more high school students if they were available for work during periods other than the summer?

____ Yes . . . . . If yes, which type of work would you hire more students for?

____ Part-time

____ Full-time

Also, during what periods of the year would you hire more high school students if they were available?

____ Winter

____ Spring

____ Summer

____ Fall

____ No

____ Undecided

10. Do you believe you would hire more qualified high school graduates if they became Available for work during periods other than the summer?

____ Yes

____ No

____ Undecided

11. Our business/industry would be interested in hiring more students full-time if they attended school year-round and graduated earlier. (A new state law allows firms to hire all persons 17 years of age or older who have received a high school diploma.)

____ Yes

____ No

____ Undecided

UTICA COMMUNITY SCHOOLS

BUSINESS AND INDUSTRIAL SURVEY

12. What do you see as the biggest advantage of a four-quarter year-round school program for your business/industry at this time?

13. What do you see as the biggest disadvantage of a four-quarter year-round school program for your business/industry at this time?

14. Any additional comments about the four-quarter year-round school program or about the Utica Community Schools in general?

UTICA COMMUNITY SCHOOLS

ADMINISTRATIVE STAFF SURVEY

NOTE: The following four questions should be answered only by administrators who work less than 52 weeks a year.

2. Would you be interested in working year-round, with the extra pay or benefits to be determined.

____Yes
____No

If yes, what are the major reasons?

____Additional salary and/or fringe benefits
____Recognize need for students to be in school longer each year in order to keep pace with the educational needs of today
____School facilities and services should be used for a longer period of time each school year
____Other Specify____________________

If your answer is no, what are your major objections to working year-round?

____Concerned about air conditioning in buildings during the summer
____Want to spend more time with the family
____Want to take advanced courses during the summer
____Want to supervise my children's recreational activities
____Want to supplement my income with another kind of job
____Want to travel
____Other Specify____________________

3. If the Utica Community Schools were to begin a four-quarter year-round school program, when would you prefer to have your vacation? Rank your preferences for the following seasons on the basis of 1, 2, 3, and 4. One would be your strongest preference, 2 next strongest, etc.

____Winter
____Spring
____Summer
____Fall

UTICA COMMUNITY SCHOOLS

ADMINISTRATIVE STAFF SURVEY

4. Would you be interested in working year-round if the fourth quarter was spent on such professional tasks as curriculum improvement, educational research, conferences, seminars, and workshops, etc?

_______Yes

_______No

5. I would agree to take off-season vacation if the rest of my family could get away at the same time.

_______Yes

_______No

NOTE: This question can be answered by all administrators.

6. Do you have any other general concerns about a year-round school program? If so, please explain in detail and attach additional pages, if necessary.

UTICA COMMUNITY SCHOOLS

COMMUNITY ATTITUDE SURVEY

1. In general, how well would you rate the present educational programs of the Utica Community Schools?

____ Above average

____ Average

____ Below average

____ Undecided

2. In your opinion, how well are our high school graduates being prepared to take additional training or courses after high school if they wish?

____ Very well prepared

____ Fairly well prepared

____ Poorly Prepared

____ Undecided

3. Now, how about our high school graduates who plan to immediately take a job in business or industry after graduation. How well are they prepared?

____ Very well prepared

____ Fairly well prepared

____ Poorly prepared

____ Undecided

4. How well do you feel we are using our school buildings, considering that regular educational programs are offered during the day for all students and other types of adult education, enrichment and recreation programs are offered in the evening and summer?

____ Very good use

____ Adequate use

____ Poor use

____ Undecided

UTICA COMMUNITY SCHOOLS

COMMUNITY ATTITUDE SURVEY

5A. If the Utica Community Schools were to begin a four-quarter year-round school program, when would you prefer that students (including your children) have their vacation? Rank your preferences for the following seasons on the basis of 1, 2, 3 and 4. One would be your strongest preference, 2 next strongest, etc.

____ Summer

____ Fall

____ Winter

____ Spring

(If summer was the strongest preference (1), ask:)

5B. Why do you prefer to continue summer vacations for students (including your children)? Answer as many as you feel appropriate.

____ Satisfied with current school calendar

____ Recreation opportunities for children

____ Breadwinner vacations during the summer

____ Tradition

____ Want to travel with children

____ Don't like the possibility that my children will be on vacation at different times

____ Other Specify ______________________________

____

6. I would approve of a four-quarter year-round school program in the Utica Community Schools if: (Answer as many as you feel appropriate)

____ Students would receive about the same education as they do now for less in school taxes

____ Students would receive more educational opportunities for the same amount of local taxes

____ Students would receive more educational opportunities, although it would cost more in local school taxes

____ None of the above possibilities appeal to me

____ Undecided

UTICA COMMUNITY SCHOOLS

COMMUNITY ATTITUDE SURVEY

10. If a four-quarter year-round school program is established, should special privileges regarding school attendance be given to students who are involved in junior varsity and varsity sports?

____ Yes . . . . If yes, which one of the following two possible special privileges should be given these students? (Mark One)

____ They should be given a choice on what quarters of the year they attend school.

____ They should be allowed to participate in sports even if they are not attending school at that time.

____ No . . . . If no, should these students be allowed to participate in sports even if they are not attending school at the time?

____ Yes

____ No

____ Undecided

11. If a four-quarter year-round school program is established, should special privileges regarding attendance be given to students involved in such extra curricular activities as Student Council, clubs yearbook and newspaper staff, etc.

____ Yes . . . . If yes, which one of the following two possible special privileges should be given these students? (Mark One)

____ They should be given a choice on what quarters of the year they attend school.

____ They should be allowed to participate in extra curricular activities even if they are not attending school at the time.

____ No . . . . If no, should these students be allowed to participate in extra-curricular activities even if they are not attending school at the time?

____ Yes

____ No

____ Undecided

UTICA COMMUNITY SCHOOLS

COMMUNITY ATTITUDE SURVEY

INFORMATION ABOUT RESPONDENTS

1. What elementary school is nearest your home? (Circle correct number)

1. Auburnshire
2. Burr
3. Collins
4. Crissman
5. Disco
6. Dresden
7. Ewell
8. Flickinger
9. Gibbing
10. Harvey
11. Kidd
12. Magahay
13. Messmore
14. Monfort
15. Morgan
16. Plumbrook
17. Schwarzkoff
18. Sterling
19. Switzer
20. Walsh
21. West Utica
22. Wiley

2. Are you

____ Married

____ Unmarried (includes persons who are single, widowed, divorced, separated, etc.)

3. Do you have children:

____ Yes

____ No

If yes, do you have

____ Pre-schoolers

____ Elementary School Children (Grades Kindergarten to six)

____ Junior High School Children (Grades seven to nine)

____ Senior High School Children (Grades ten to twelve)

If you have children in high school, are any of them involved in varsity sports?

____ Yes

____ No

If you have children in high school, are any of them involved in such extra curricular activities as Student Council, clubs, newspaper or yearbook staff, etc.

____ Yes

____ No

Children attend a parochial or private school.

Children have graduated or left school.

4. Sex

____ Male

____ Female

INTRODUCTION BY INTERVIEWER

Hello, my name is ______________________________

I am helping the Utica Community Schools conduct a survey of attitudes regarding four-quarter year-round schools. As you may know, the school district has received a grant from the State of Michigan to study whether or not it would be possible to begin a four-quarter year-round school program here.

The school district is going to rely heavily on the feelings of residents in deciding whether to continue the study. The survey I have is designed to find out what people in the school district think about year-round schools. Would you mind if I asked you a few questions?

UTICA COMMUNITY SCHOOLS

STUDENT SURVEY

INTRODUCTION

The enclosed survey is intended to explore your opinions about a four-quarter year-round school program in the Utica Community Schools. The survey is one of five that will be conducted in the next month or two. Additional surveys will be conducted with residents of the community, business and industrial firms, teachers, and the school district administration.

The student survey has been approved by the Intra-School Student Council. Please place a checkmark in the boxes below that describe information about you and your opinions about the year-round school on the other pages. Fill in the blanks when asked.

This survey is being given to all ninth and eleventh grade students in the Utica Community Schools and at St. Lawrence High School, and eighth graders at Trinity Lutheran School. Your responses are important in helping the Board of Education decide whether or not to consider starting a four-quarter year-round school program in our school district.

Aftrr the survey is completed, please return it to your classroom teacher.

The complete year-round schools study will be finished by the end of the school year. If there appears to be genuine popular support for this system, the school district would probably wish to try it first as a pilot program, as it does with all of its proposed new programs.

The Atlanta, Georgia schools are presently attempting a modified four-quarter year-round school plan. Officials there reported it took a total of five years to get their program underway. If our study reveals that a local year-round school program is possible, it would probably be several years before it would have a major impact on our construction and personnel needs.
Thank you for your cooperation.

INFORMATION ABOUT YOU

(Please checkmark appropriate boxes in all three columns)

Grade

____ 8th grade
____ 9th grade
____ 11th grade

School

____ Stevenson High School
____ Utica High School
____ St. Lawrence High School
____ Trinity Lutheran Elementary School
____ Davis Junior High School
____ Sterling Junior High School
____ Shelby Junior High School
____ Eppler Junior High School

Sex

____ Male
____ Female

UTICA COMMUNITY SCHOOLS

STUDENT SURVEY

1. Have you held a part-time job while you are in school?

    ____ Yes

    ____ No

2. What do you usually do during your summer vacation?

    ____ Summer School

    ____ Full-time work . . .

    If you work full-time, when do you work?

    ____ During the day

    ____ During the evening

    ____ During both the day and evening

    ____ Part-time work . . .

    If you work part-time, when do you work?

    ____ During the day

    ____ During the evening

    ____ During both the day and evening

    ____ No school or work

3. Do you usually leave town for some time during the summer?

    ____ Yes . . . . If yes, ____ All summer

    ____ A week or two

    ____ No

4. If the Utica Community Schools were to begin a four-quarter year-round school program, when would you prefer to have your vacation from school? Rank your preferences for the following seasons on the basis of 1,2,3 and 4. One would be your strongest preference, 2 next strongest, etc.

    ____ Winter

    ____ Spring

    ____ Summer

    ____ Fall

UTICA COMMUNITY SCHOOLS

STUDENT SURVEY

5. Rate your preferences 1, 2, and 3, for the following possible plans for arranging schools on a four-quarter year-round basis.

____a. School would be open for four consecutive quarters and students would be required to attend classes for any three of the four quarters.

____b. School would be open for four consecutive quarters, but each school day would be a little longer. Students would attend school for any three of the four quarters.. Everybody would recieve an additional one-month vacation period in the summer.

____c. School would be open for four consecutive quarters, but each school day would be a little longer. Students would attend school for any three of the four quarters. All students would receive an additional week of vacation between each quarter.

____d. Undecided.

6. Would you approve of some type of year-round school program whereby you could attend the summer session strictly on a tuition basis to broaden or accelerate your education?

____Yes

____No

____Undecided

If yes, which of the following types of courses would you like to take during the summer quarter? (Answer as many as you feel appropriate.)

____ Trade and Industrial Education

____ Academics such as English, Math, History, Social Studies etc.

____ Business Education

____ Home Economics

____ Retailing and Marketing Courses

____ Enrichment courses such as Art, Drama, Mythology, etc.

____ Languages

____ Physical Education and Recreation, including swimming

____Other Specify ________________________________

UTICA COMMUNITY SCHOOLS

STUDENT SURVEY

7. If a four-quarter year-round school program is established, should special privileges regarding school attendance be given to students who are involved in junior varsity and varsity sports?

____ Yes . . . . If yes, which one of the following two possible special privileges should be given to these students? (Mark one)

____ They should be given a choice on what quarters of the year they attend school.

____ They should be allowed to participate in sports even if they are not attending school at the time?

____ No . . . . If no, should these students be allowed to participate in sports even if they are not attending school at the time?

____ Yes

____ No

8. If a four-quarter year-round school program is established, should special privileges regarding attendance be given to students involved in such extra curricular activities as Student Council, clubs, yearbook, and newspaper staff, etc.?

____ Yes . . . . If yes, which one of the following two possible special privileges should be given to these students? (Mark one)

____ They should be given a choice on what quarters they attend school.

____ They should be allowed to participate in extra curricular activities even if they are not attending school at the time.

____ No . . . . If no, should these students be allowed to participate in extra curricular activities even if they are not attending school at the time?

____ Yes

____ No

UTICA COMMUNITY SCHOOLS

CERTIFIED STAFF SURVEY

INTRODUCTION

The enclosed survey is intended to explore your opinions about a four-quarter year-round school program in the Utica Community Schools. The survey is one of five that will be conducted in the next month or two. Additional surveys will be conducted with residents of the community, business and industrial firms, students, and the school administration.

The teacher survey has been approved by a year-round schools Citizen Advisory Committee for year-round schools and the Utica Education Association. Please check the boxes that describe information about you on the first page and record your opinions regarding implications about year-round schools on the subsequent pages.

This survey will be given to all teachers in the Utica Community Schools. Your responses are important in helping the Board of Education decide whether or not a four-quarter year-round school program is feasible in our school district. After the survey is completed, please return it to your school building Principal.

The Utica Community School District year-round school study will be completed by the end of this school year. If there appears to be genuine popular support for the system, the school district would probably wish to try it first as a pilot program, as it does with all of its new proposed programs.

The Atlanta schools are presently attempting a modified four-quarter year-round school plan. Officials there report it took a total of five years to get their program underway. If our study reveals that a local year-round school program is possible, it would be several years before it would have a major impact on our construction and personnel needs.

UTICA COMMUNITY SCHOOLS

CERTIFIED STAFF SURVEY

2. If the Utica Community Schools were to begin a four-quarter year-round school program, when would you prefer to have your vacation? Rank your preferences for the following seasons on the basis of 1, 2, 3, and 4. One would be your strongest preference, 2 your next strongest, etc.

________ Winter

________ Spring

________ Summer

________ Fall

3. Rate your preferences 1, 2, and 3 for the following possible plans for arranging school on a four-quarter year-round basis.

____ School would be open for four consecutive quarters and you would be required to teach for three of the four quarters.

____ School would be open for four consecutive quarters, but for a longer period of time each day. You would be required to teach for three of the four quarters. You would receive an additional week of vacation between each quarter.

____ School would be open for four consecutive quarters, but each school day would be a little longer. You would be required to teach for three of the four quarters. You would receive an additional week of vacation between each quarter.

____ Undecided

4. Would you be interested in working year-round if the fourth quarter were spent on professional tasks other than your normal classroom duties? This could include curriculum improvement, educational research, conferences, seminars and workshops, and supervising enrishment programs.

____ Yes ____ No

5. I would agree to taking a vacation other than the summer if the following members of my family could get away at the same time.

____ Student members

____ Other wage earners in my family

____ Both student members and other wage earners in my family

____ None of the above appeal to me.

UTICA COMMUNITY SCHOOLS

CERTIFIED STAFF SURVEY

1. Would you be interested in working year-round?

Yes. . . . If your answer is yes, what are your major reasons for wanting to work year-round? Mark as many as you feel appropriate.

_____Extra Pay and/or benefits to be determined.

_____Potential curricular advantages.

_____Students need more education these days, and I feel a professional responsibility to help them get it by working longer each year if necessary

_____Better utilization of buildings.

_____It would reduce criticism that teaching is not a full-time profession.

_____Other. Specify ______________________________

____

No. . . . If your answer is no, what are your major objections to working year-round? Mark as many as you feel appropriate.

_____Only want to teach ten months a year.

_____Concerned about air conditioning in buildings during the summer.

_____Want to spend more time with the family.

_____Want to supervise my children's activities.

_____Want to supplement my income with another kind of job.

_____Want to travel

_____Record keeping

_____Teaching assignment.

_____Other. Specify ______________________________

____

PROGRAM

"STAY"

CHAPTER XI

AIR CONDITIONING PROGRAM

TOTAL SCHOOL ADOPTION

PROGRAM

"STAY"

AIR CONDITIONING SURVEY

Description of areas and square footage of areas to be air conditioned.

Areas	Square Feet	
Senior High School		
200 Wing - classrooms	5490	
Library	1900	
400 Wing-classrooms	5240	
Science Rooms	2880	
Art Room	1200	
Vocal room / offices	1472	
Band Room	1248	
Shop	2784	
Home Economics Room	1620	
TOTAL		23,834
Elementary School		
1950 Classrooms	6977	
1955 Classrooms	7840	
1965 Classrooms	1716	
TOTAL		16,533
GRAND TOTAL		40367

Estimated Cost of Program $163,082.68

NOTE: In computing costs for installing air conditioning in our buildings, data included in an in-depth study completed in 1968 will be used.

PROGRAM
"STAY"

AIR CONDITIONING FOR EXISTING SCHOOLS
By M. L. Hoglund

Although the air conditioning of office space, hotels and motels has become commonplace, the air conditioning of school buildings has only recently begun to gain momentum. An ever increasing number of new schools throughout the country are being designed to include air conditioning. School Management magazine recently conducted a survey that included the incidence of air conditioning in new schools. The survey indicated that of schools contracted for 1968 -- up until the time of the study -- 35 percent of new schools would include air conditioning. This was an 11 percent increase over 1967; but more important, the study indicated that in 1969, it is anticipated between 50 to 60 percent of new elementary and secondary schools will be air conditioned; better than double the present number!

This rapidly increasing application of air conditioning in new schools has had -- and will continue to have -- a definite influence on the air conditioning of existing schools.

As new schools in a community are constructed to include air conditioning, there is considerable pressure from students, teachers and parents to "update" the environmental standards of the existing schools within the community.

Some communities in the southwestern part of the country -- including San Antonio, Las Vegas and Houston -- have found the pressure to air condition all school facilities so great that the decision has been made to add air conditioning to all existing schools.

Even as far north as La Crosse, Wisconsin, pressure is beginning to be felt towards air conditioning existing schools. The fall of 1967 saw the opening of the first new La Crosse school to have air conditioning. By 1968, air conditioning for the other existing schools in La Crosse was suggested and under consideration.

Air Conditioned Classrooms aid Learning Process

Classroom air conditioning provides an improved learning environment in several ways. Some examples are:

1. Temperature is "comfort controlled" at a level conducive to learning.
2. Noise interference from outside the classroom is minimized.
3. The size of classes or lecture sessions can be increased without undue stress from high temperature.
4. Absenteeism due to respiratory disease is minimized.
5. Summer enrichment programs can be undertaken without adverse effects on learning due to excessive temperatures.
6. The school buildings will be ready for year around school programs when they materialize.

These factors apply to all schools located within the contiguous limits of the United States.

Maintenance must also be considered in the economics of selecting air conditioning equipment. It is a well known fact that the packaged product will require more maintenance and provide lower efficiency levels than the central station equipment. These operational and maintenance costs themselves may negate the more attractive first cost of the packaged equipment.

The importance of air conditioning school classrooms is becoming more apparent as enrollments increase and classroom conditions improve. Class size today may typically run between 30 and 40 students Lighting loads have been greatly increased to provide acceptable visual proficiency. In addition, outside walls typically have a high percentage of heat penetration. Together these factors create a definite cooling problem a large part of the year.

THE EXISTING SCHOOL MARKET

The Trane Company's Market Research Department recently concluded a survey of existing schools. It revealed there are currently 104,600 school buildings in use that have been built since 1950. These buildings should have 20 to 30 years of life left that could be enhanced by the addition of air conditioning. A significant number of them will undoubtedly be air conditioned.

The survey further indicates that the market for school air conditioning seems to naturally break off into two segments -- whole school air conditioning and piecemeal air conditioning. Of these two approaches, it appears that the whole school approach will receive the widest application. If fact, it is estimated that 75 percent of the air conditioning to go into the existing school market will be of the whole school approach.

To insure a satisfactory job, plans and specifications should be furnished by a recognized consulting engineer. In fact, it is highly advisable that any school district contemplating the addition of air conditioning to an existing school building hire a recognized air conditioning consultant to design and specify what is needed. Thes is the best way to insure a well engineered system.

PACKAGE VS. CENTRAL SYSTEM

When considering the whole school approach, a question may arise as to whether packaged equipment or a central system should be selected.

Package air conditioning systems are well suited to the piecemeal approach to air conditioning and will, in all probability, offer a lower first cost when only a few rooms are to be conditioned. When the entire school is to be air conditioned, however, the package system approach may not be the best solution.

The Internal Revenue Service, which evaluated depreciation figures of industrial equipment, has come to recognize that package equipment has a considerably shorter life expectancy than the equipment that goes into a central system. If fact, the logevity ratio of central plant equipment over packaged equipment is almost 3 to 1. Even modifications of the individual room package, such as the rooftop multizone self-contained units. Figure 8, will not have much more than half the life of central station equipment.

Because of this shorter life, it may be less economical to select packaged equipment -- even though the first cost is less than central station equipment.

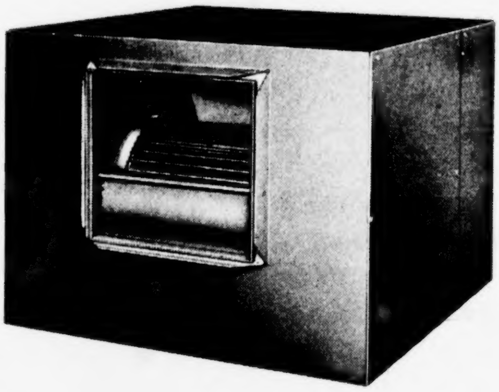


FIGURE 6 -- Model BHW chilled water fan-coil units.

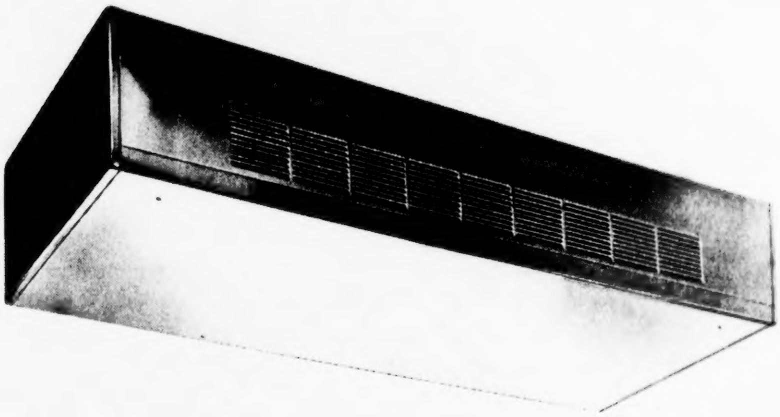


FIGURE 7 -- Ceiling-mounted, Horizontal UniTrane.

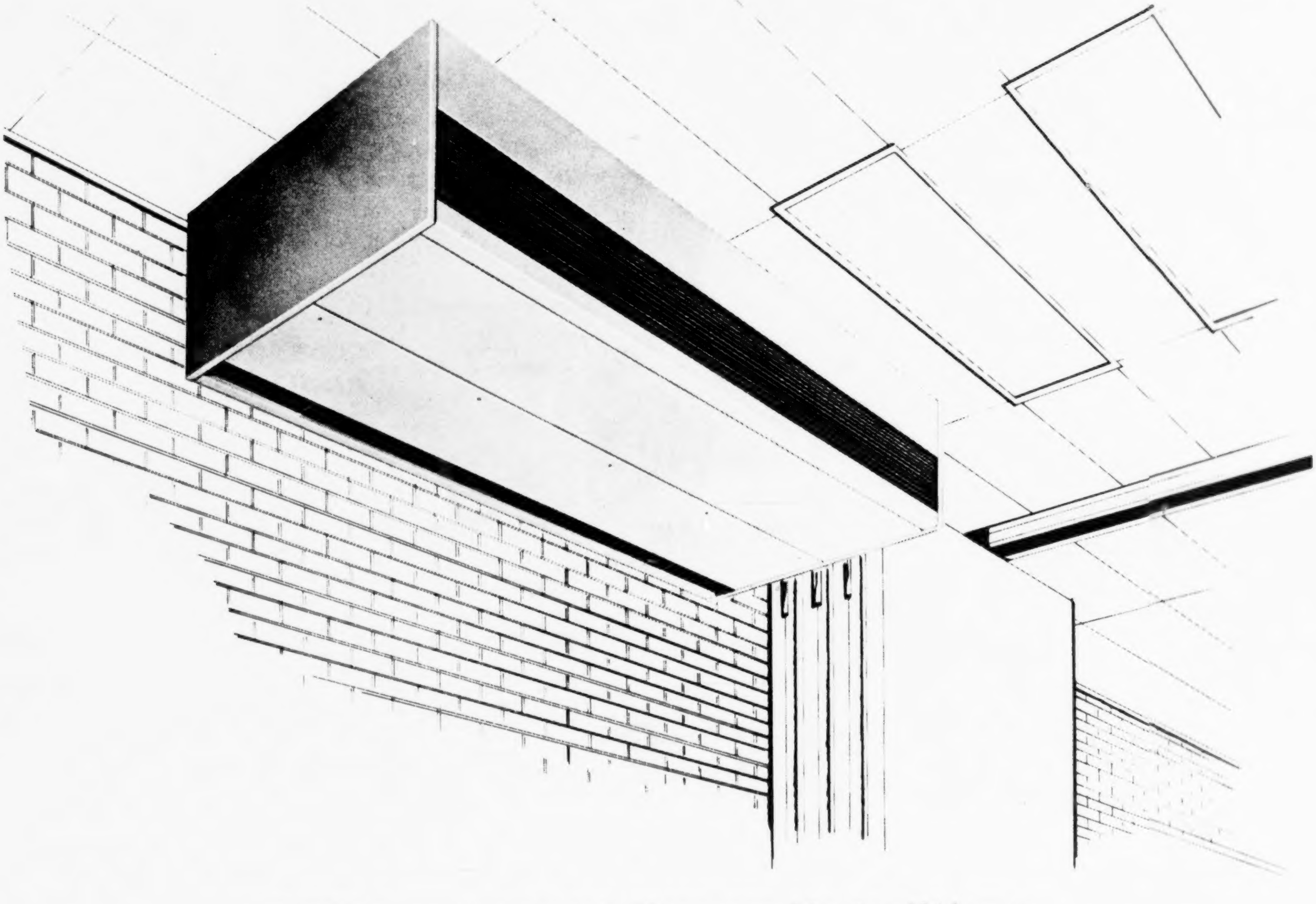
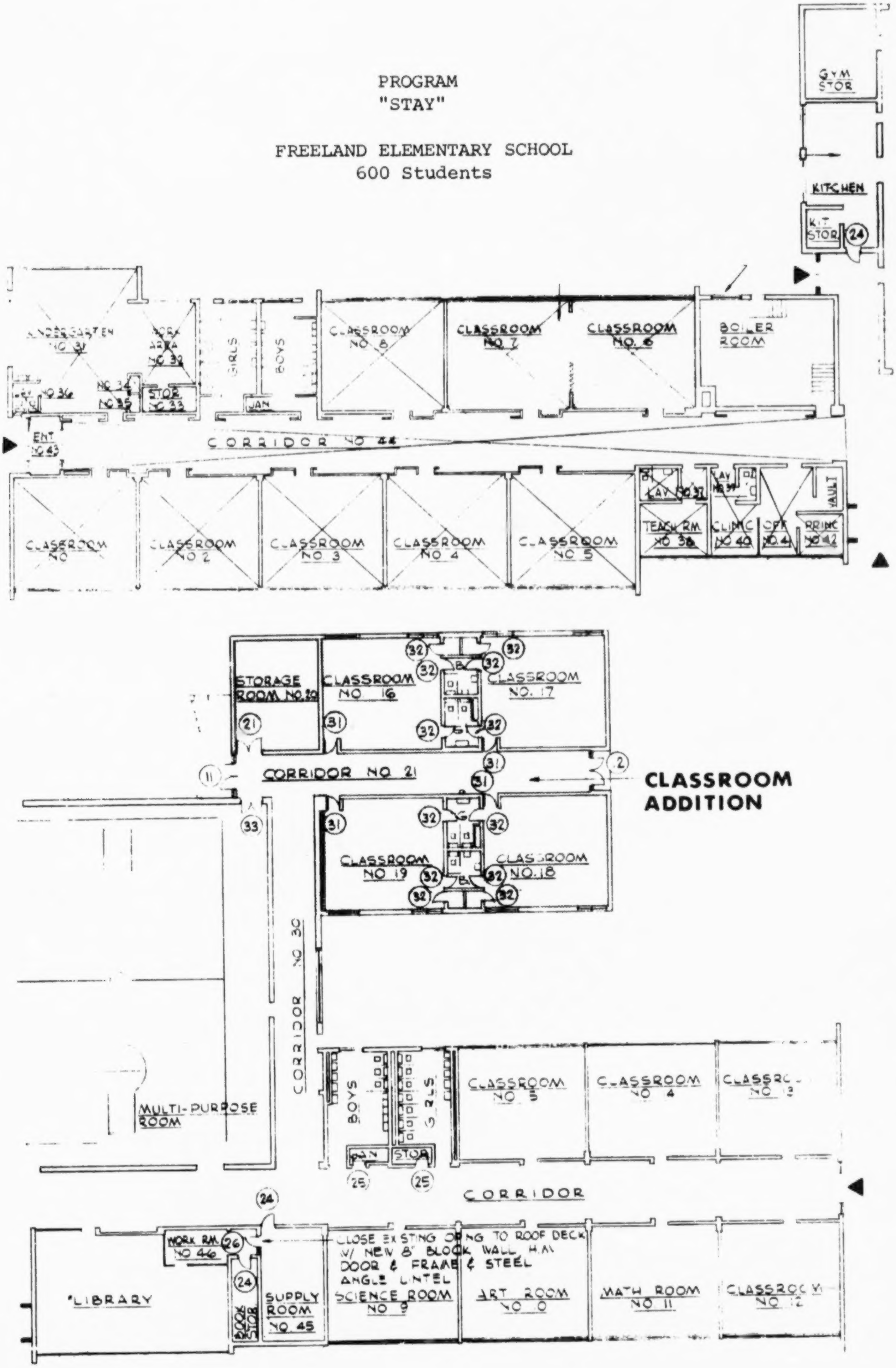


FIGURE 8 -- Horizontal Classroom Air Conditioner.

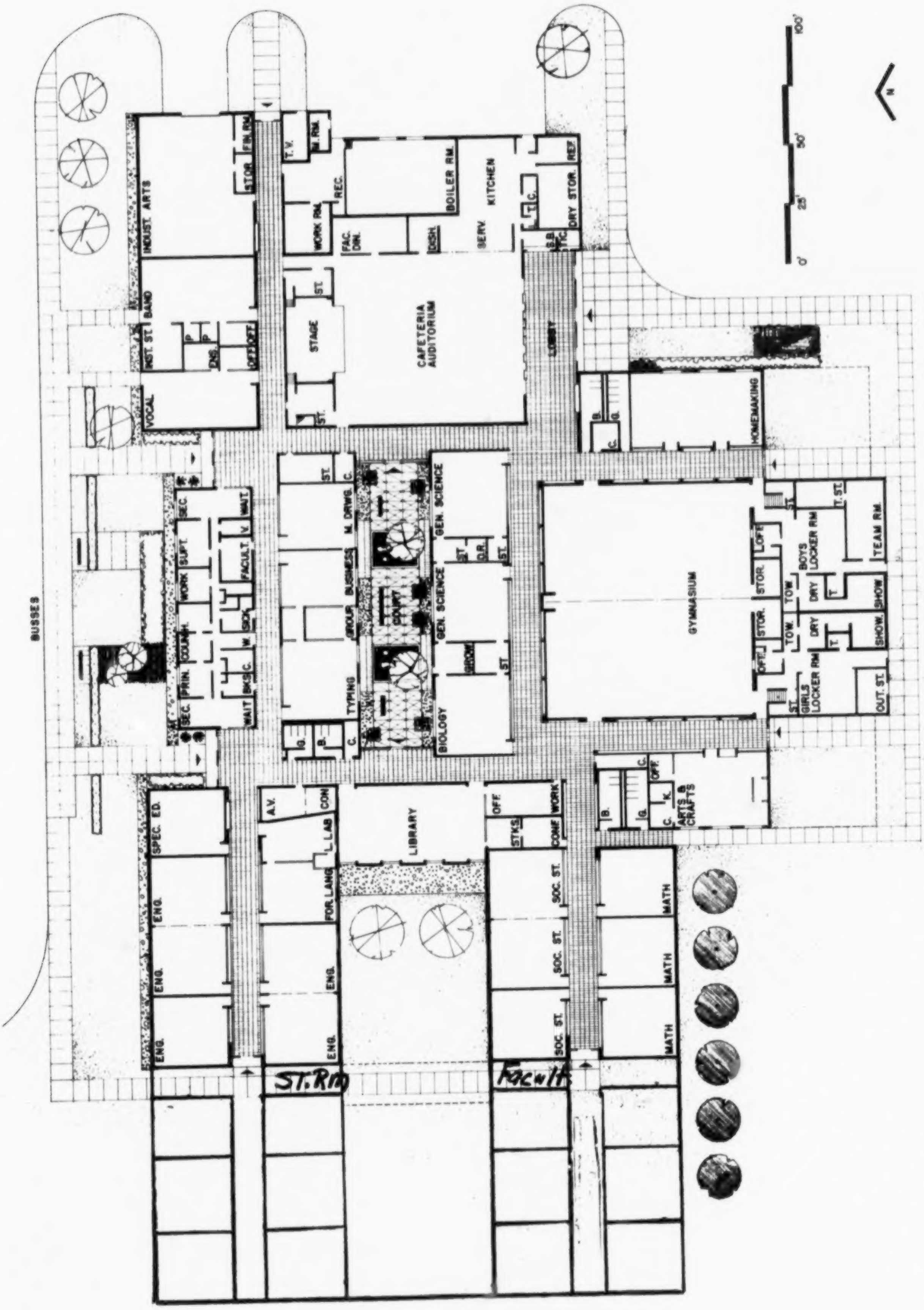
PROGRAM
"STAY"

FREELAND ELEMENTARY SCHOOL
600 Students


GYM STOR
KITCHEN
KIT STOR
24
KINDERGARTEN NO 31
WORK AREA NO 32
NO 36
NO 34
NO 35
STOR NO 33
GIRLS
BOYS
JAN
CLASSROOM NO 8
CLASSROOM NO 7
CLASSROOM NO 6
BOILER ROOM
ENT NO 43
CORRIDOR NO 44
CLASSROOM NO
CLASSROOM NO 2
CLASSROOM NO 3
CLASSROOM NO 4
CLASSROOM NO 5
LAV NO 37
LAV NO 39
TEACH RM NO 38
CLINIC NO 40
OFF NO 41
PRINC NO 42
VAULT
STORAGE ROOM NO 20
CLASSROOM NO 16
CLASSROOM NO 17
CORRIDOR NO 21
CLASSROOM NO 19
CLASSROOM NO 18
11
12
21
31
32
33
CORRIDOR NO 30
MULTI-PURPOSE ROOM
BOYS
GIRLS
JAN
STOR
25
CLASSROOM NO 15
CLASSROOM NO 14
CLASSROOM NO 13
CORRIDOR
WORK RM NO 46
26
BOOK STOR
LIBRARY
SUPPLY ROOM NO 45
SCIENCE ROOM NO 9
ART ROOM NO 10
MATH ROOM NO 11
CLASSROOM NO 12
CLOSE EXISTING OPNG TO ROOF DECK W/ NEW 8" BLOCK WALL H.M. DOOR & FRAME & STEEL ANGLE LINTEL

CLASSROOM ADDITION

FREELAND HIGH SCHOOL
FLOOR PLAN
1000 Students



INDUST. ARTS
STOR.
FIN. RM.
BAND
INST. ST.
OFF.
VOCAL
T.V.
WORK RM.
REC.
FAC. DIN.
BOILER RM.
KITCHEN
DISH.
SERV.
DRY STOR.
REF.
STAGE
CAFETERIA AUDITORIUM
LOBBY
HOMEMAKING
SEC.
SUPT.
WORK
COUN.
PRIN.
SEC.
WAIT.
FACULTY
SICK
BKS.
M. DRWG.
BUSINESS
GROUP
TYPING
COURT
GEN. SCIENCE
GEN. SCIENCE
BIOLOGY
GROW
D.R.
GYMNASIUM
STOR.
OFF.
BOYS LOCKER RM.
GIRLS LOCKER RM.
TOW.
DRY
SHOW.
TEAM RM.
OUT. ST.
T. ST.
ARTS & CRAFTS
BUSSES
SPEC. ED.
ENG.
ENG.
ENG.
A.V.
CON.
L. LAB
FOR. LANG.
ENG.
ENG.
LIBRARY
OFF.
STKS.
CONF.
WORK
SOC. ST.
SOC. ST.
SOC. ST.
MATH
MATH
MATH
St. Rm
Facult
0'
25'
50'
100'
N

370

THE FREELAND COMMUNITY

AND

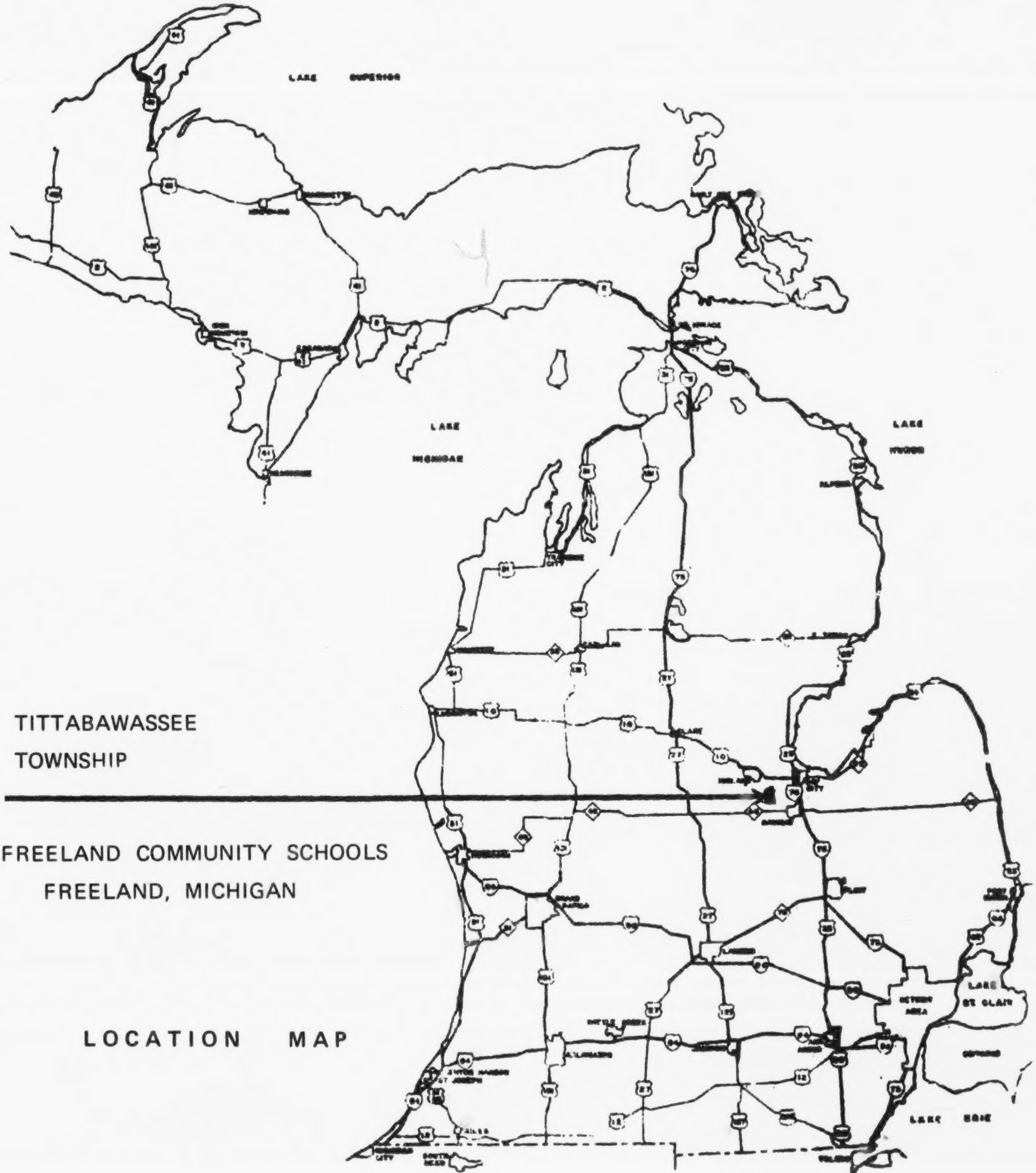
PROGRAM "STAY"

(Start Teaching All Year)

CHAPTER XII

WHAT DOES THE COMMUNITY HISTORY & FUTURE HOLD FOR "STAY"?

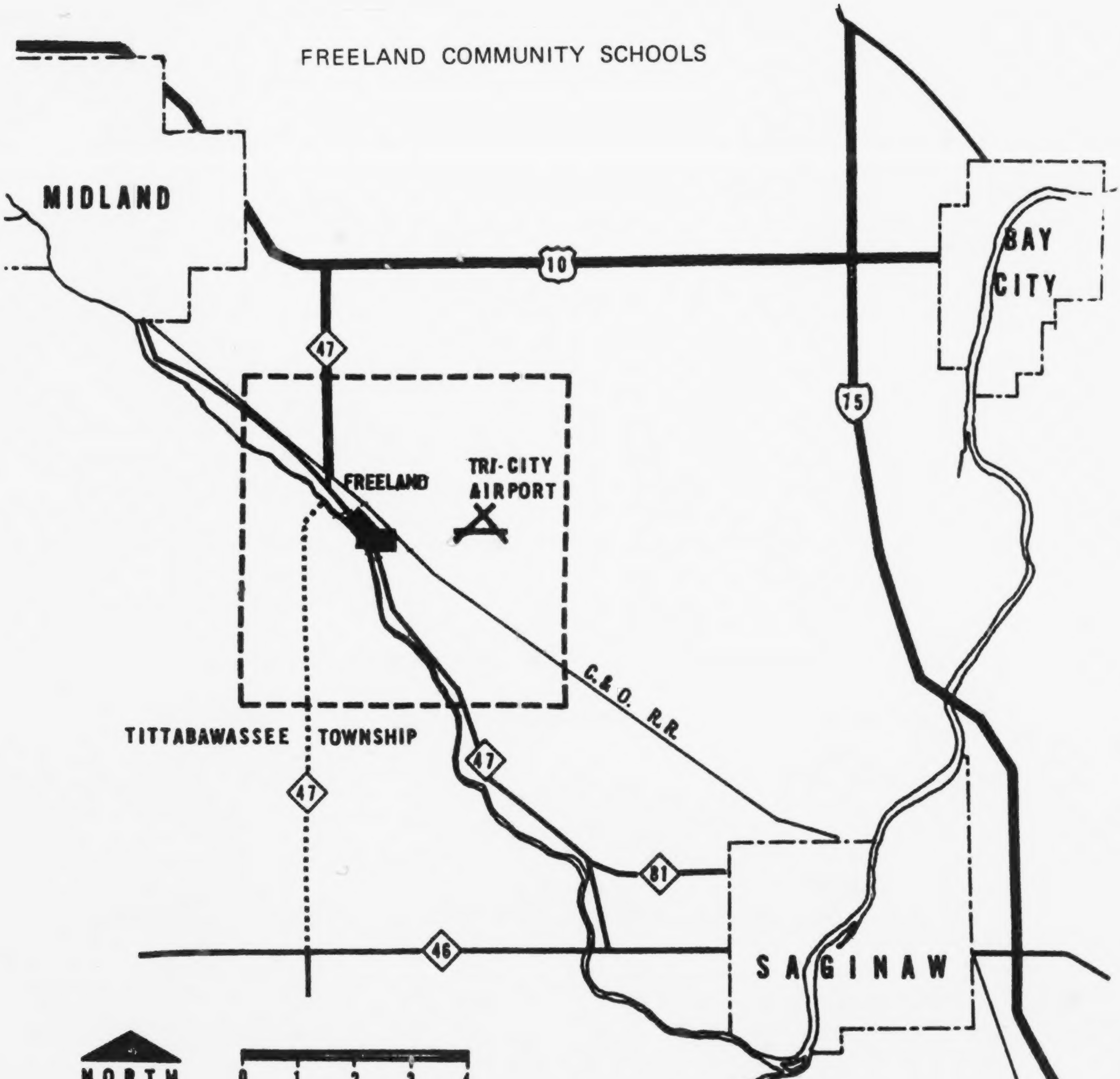
PROGRAM
"STAY"
FREELAND COMMUNITY SCHOOLS


LAKE SUPERIOR
LAKE MICHIGAN
LAKE HURON
LAKE ST. CLAIR
LAKE ERIE
INDIANA
OHIO

TITTABAWASSEE
TOWNSHIP

FREELAND COMMUNITY SCHOOLS
FREELAND, MICHIGAN

LOCATION MAP


FREELAND COMMUNITY SCHOOLS
MIDLAND
10
BAY CITY
47
75
FREELAND
TRI-CITY AIRPORT
C.& O. R.R.
TITTABAWASSEE TOWNSHIP
47
47
81
46
SAGINAW
NORTH
0
1
2
3
4

AREA TRANSPORTATION

COMPREHENSIVE COMMUNITY PLAN
TITTABAWASSEE TOWNSHIP
SAGINAW COUNTY, MICHIGAN 1967

PROGRAM
"STAY"
FREELAND COMMUNITY SCHOOLS

HISTORY OF THE FREELAND SCHOOL DISTRICT

The population of both Saginaw County and Tittabawassee Township increased steadily from 1850 to 1890. By 1900, this trend had reversed as the lumbering operations of the County had declined. The 1910 census revealed an increase in population both in the County and the Township. This was due to the development of the auto industry which was taking place in the State of Michigan. One of its prime areas of development was Saginaw County. Although Saginaw County was flourishing, the census of 1920 showed Tittabawassee Township with a loss in population. This was the result of an out-migration from the Township to the City of Saginaw where the "new" industry was flourishing. The census of 1940 showed the starting of a good growth period which continued through 1960 because of the trend in suburban living and a definite need for housing in the Saginaw Area.

POPULATION HISTORY

	Saginaw County	# Change	% Change	Tittabawassee Township	# Change	% Change
1850	2,609			149		
1860	12,693	10,084	386.5	728	579	388.6
1870	39,097	26,404	208.0	864	136	18.7
1880	59,095	19,998	51.1	1,506	642	74.3
1890	82,273	23,178	39.2	1,581	75	5.0
1900	81,222	1,051	—1.3	1,576	— 5	—0.3
1910	89,290	8,068	9.9	1,736	160	10.2
1920	100,298	10,996	12.3	1,510	– 226	—13.0
1930	120,717	20,431	20.4	1,548	38	2.5
1940	130,468	9,751	8.1	1,883	335	21.6
1950	153,515	23,047	17.7	2,378	495	26.3
1960	190,752	37,237	24.3	3,150	772	32.5

Source: Michigan Manual

Distribution of Population of the School District

The estimated population in all of Tittabawassee Township at the end of 1965 was 3,951 persons. Of the total population in the district, about 1,700 persons or 42% presently reside within the Freeland urbanized area. This means that nearly half the people are concentrated in a space which is only about eight percent of the total area. The primary reason is the same as for many other areas in the United States; the de-emphasizing of rural life and the trend towards urban or sub-urban living. Most of the persons who live in the urbanized area are engaged in non-rural occupations and therefore have no economic affiliation with agriculture.

Most of the individuals residing in the rural areas are not engaged in agriculture oriented occupations. Of the approximately 2,300 persons in rural Tittabawassee Townships, about 800 are deriving their livelihood directly from agriculture.

POPULATION DISTRIBUTION

Freeland Area	1,668
Township except "Freeland Area"	2,284
Total	3,952
Number of Families in Freeland Area	1,040
Average Number of Persons Per Family	3.8

HOUSING OF THE FREELAND SCHOOL DISTRICT

Year Built	MICHIGAN 1960		SAGINAW CO. 1960		TITTABAWASSEE TOWNSHIP - 1965	
	#	%	#	%	#	%
1955-1960	365,104	14.3	7,758	13.9	*191	18.4
1950-1954	337,783	13.2	6,200	11.1	*146	14.0
1940-1949	404,389	15.9	6,899	12.0	*170	16.3
1939, Earlier	1,441,200	56.6	35,040	63.0	*533	51.3
Seasonal	153,138	6.0	390	.7	* 17	
Median Value	$12,000		$11,000		$ 8,532	
Population in Housing Units	7,674,484		190,752		*3,595	
Persons/Unit (Occupied)	3.43		3.61		3.80	

* Estimated figure based on visual survey

Source: 1960 Census of Housing.

AGE ANALYSIS FREELAND SCHOOL DISTRICT

Saginaw County and Tittabawassee Township both had a higher percentage of population in the 0 - 35 age group than either the State of Michigan or the United States. This indicates a large number of persons in the best productive age group and also a large student age population in both Saginaw County and Tittabawassee Township.

To show how young the Township's population was compared to Saginaw County, the median age of Tittabawassee Township was 1.4 years less than the County. This provides an indication that young city workers with children are moving into the Township. Good economic opportunities in the Township and a shortage of housing in both Saginaw and Midland have caused this to happen.

1960 AGE COMPARISON

0-4	United States	Michigan	Saginaw County	Tittabawassee Township
0-4	11.3 %	12.4%	13.6%	13.4%
5-14	19.7	20.8	21.8	23.6
15-24	13.5	12.9	12.9	13.6
25-34	12.7	12.9	12.9	13.0
35-44	13.6	13.6	12.8	13.1
45-54	11.4	10.9	10.7	10.2
55=64	8.7	8.4	7.5	6.6
65 +	9.3	8.1	7.9	6.5
TOTALS	100.0%	100.0%	100.0%	100/0%
Median Age	28.3	29.5	26.4	25.0

Source: U.S. Census of Population - 1960

POPULATION CONCLUSIONS OF THE FREELAND SCHOOL DISTRICT

1. The growth of the Freeland Area is dependent upon the stability and growth of the three cities of Midland, Bay City and Saginaw. These cities are gaining in population and so is Tittabawassee Township.

2. Tittabawassee Township, though experiencing a greater growth rate than Michigan or the United States, has a lower growth rate than surrounding townships. Tittabawassee Township will continue to grow at a rapid rate but most of the population increase in the Tri-City Area will take place in surrounding areas.

3. Nearly half of the total population of the Township is concentrated in the "Freeland Area" - a land space comprising only eight percent of the total Township Area. Further development can be expected to take place in the core area around the Village of Freeland.

4. Although only 61.2% of all housing was classified as being in sound condition, there are no concentrated areas of either deteriorating or dilapidated housing in the "District". The even distribution of good housing indicates there are no potential slum areas in the Township.

5. The median age of the population of the area, is on the average, 1.4 years less than that of Saginaw County. This indicates a potential for population and economic growth in Tittabawassee Township.

EMPLOYMENT WITHIN THE FREELAND SCHOOL DISTRICT

The primary employer in Tittabawassee Township as well as in Saginaw County is in the "Manufacturing" category. Since the District has very little industry it is obvious that the residents of the local community commute to the larger cities to pursue their vocation.

The second largest employer which provides occupation for approximately one-fifth of the work force is in the "Trade" category. Nearly all of these persons live and work within Tittabawassee Township. This employment category, which is also one of the largest both nationwide and statewide, includes most retailers, clerks and other persons who are directly associated with the sale of products to the consumer.

The other occupations such as construction, utilities, personal services etc., each comprise about ten percent or less of the total work force on a nationwide basis. As stated previously, although the greatest portion of land area in the Township is devoted to agriculture, there are fewer persons deriving their primary income from that occupation. In the case of Tittabawassee, the five percent employed in agriculture is higher than Michigan and Saginaw County but lower than the percentage in the United States as a whole. The trend of a smaller percentage of persons employed in agriculture each year is expected to continue.

The present "White Collar" occupation categories in the Township, "Business and Personal Services" and "Other Services" are presently below the percentage for that occupation for both Michigan and Saginaw County. This occupational category will gain considerably in number of employees as Tittabawassee Township develops, as expected, into a service center for the Tri-City area.

Most of the occupational categories will remain status quo or rise slightly in percentage of the total work force. The two categories which will probably lose over a number of years will be the "heavy work" occupations, manufacturing and agriculture.

ECONOMIC BASE OF THE SCHOOL DISTRICT

1. Tittabawassee Township does not presently have industry as a primary economic base, Future industrial development in the district will be oriented with the existing industry in Saginaw.

2. Commercial establishments in Tittabawassee Township serve primarily a local market. Future commercial development in the District is expected to be centered around the core urbanized area to provide a neighborhood-type shopping facility for the local residents.

3. The types of commercial establishments that are expected to be needed in the District shopping are those in the pedestrian walk-in category- department, apparel, variety and drug stores.

4. Agricultural land, which now comprises the greatest portion of land area is expected to revert to uses which are more economically advantageous.

5. The largest employment category, manufacturing, presently exists because of Township residents commuting to Saginaw and Midland. Because of higher wages in these cities this trend is expected to continue, however as industry begins to be established in the District some of these employees will change job locations to the local area.

COMMUNITY FACILITIES OF THE FREELAND SCHOOL DISTRICT

Community Facilities, as the name implies, includes public land, buildings and equipment necessary to provide the community with needed services. The list could vary from community to community, but for Tittabawassee Township it includes:

Education - Tittabawassee Township presently has adequate educational facilities. Both the Freeland High School, built in 1960 and a 1966 addition, and Freeland Elementary built in 1950 and a 1955 addition, are new buildings and are located on large sites. Also, being used for an elementary school is the old "North Building" built in 1914.

The school district encompasses approximately forty-two square miles. The District includes Tittabawassee Township and portions of Richland, Kochville and Thomas Townships in Saginaw County and portions of Ingersoil Township in Midland County and Frankenlust Township in Bay County. The schools in the district consist of one elementary school in two buildings and one high school. The largest elementary school building has nineteen (19) classrooms with an estimated enrollment of 575 students (1968-69) in grades kindergarten through third. The second elementary school building is referred to as the "North Building. It has six classrooms with an estimated enrollment of 135 students in the 4th grade in five (5) classrooms and one (1) room being used for Remedial Reading in grades K-4.

The Freeland Junior-Senior High School has thirty-four (34) teaching stations with an estimated enrollment of 970 students in grades five through twelve. Another school in the District is the Seventh-Day Adventist Parochial grade school with three classrooms and fifty-one (51) students in grades one through eight.

SUMMARY OF THE FREELAND SCHOOL DISTRICT

1. Tittabawassee Township is expected to gain in population in accordance with the surrounding townships in Saginaw, Bay and Midland Counties.

2. Population increase in Tittabawassee Township will be at an increasing rate although this rate will not be as rapid as in the surrounding townships.

3. The even distribution of good housing in the Township indicates there are no potential slum areas.

4. The "young age of the community" indicates a potential for good population and economic growth in the Township.

5. Future industrial development will take place to complement the existing industry in Saginaw and Midland.

6. Commercial development will be in the form of a neighborhood-type shopping center to serve the local residents.

7. Agricultural land will revert to a use which is more economically advantageous.

8. Much of the land which is developable but now vacant is expected to be developed for residential use.

9. Because of the expected population increase more land will be required for businesses, schools and public land.

10. More streets and roads will be required although the percentage of land used for streets and roads in developed areas will remain as it is now.

11. The major highways and freeways which are now in the vicinity will be a prime factor in the future development of the total community.

12. One of the most important facilities in Tittabawassee Township is the Tri-City Airport. The airport will provide employment for residents. It is the primary air travel facility for the Tri-City and is the only major airport in Michigan north of Flint.

13. There will be a demand in future years for several new elementary schools and possibly one or two Junior High Schools.

14. The need for a cultural facility in the area is not expected, however there will be a need for a public library.

15. There is expected to be a need for neighborhood parks throughout the community and for a regional park to serve the surrounding areas.

16. A complete water system to serve the urbanized areas of the proposed community is required.

17. A waste disposal system and storm sewer collection system is required to replace the septic system now in existence.

18. A full-time law enforcement agency is presently needed to police the Tittawassee Township community.

19. As the community grows there will be a need for a large governmental office-fire department facility.

PROGRAM

"STAY"

CHAPTER XIII

FINANCIAL COMPARISON BETWEEN REGULAR SCHOOL YEAR 180 DAY YEAR AND "STAY" PROGRAM 160 DAY SCHOOL YEAR.

PART A OPERATION

PART B DEBT

GENERAL REVIEW AND SUMMARY

OF

THE GENERAL FUND REVENUES AND DEBT RETIREMENT EXPENDITURES

I have based all revenues, current or expected, for this study on the 1970-71 State Aid Program and the district's 1970 local state equalized valuation. It is estimated that the local, state and federal revenue programs will return to the district an estimated $1,090,000 in order to educationally support our student population of 1600.

In drawing a comparison between the traditional school year of 180-days as compared to the tri-semester study or proposal, the main objective was to come up with as true and realistic a cost figure as possible. You will note throughout the budget presentation that there are a number of areas which the cost is higher for the STAY program than the traditional program. This increase represents what I consider added operational costs because of the 50 additional operation days of the total district. In the final budget report, an additional 5% of the total budget or an amount of $53,400 was added on as administration estimate of additional hidden factors that may be overlooked in the budget structure.

The reader will also note that we will expend more monies and revenues in the amount of $32,600. I would like to point out that this very possibly may happen in the first year of conversion because of unknown factors and also the new state guideline for furnishing free text and supplies for all students. In order to offset the $32,000, this would represent consideration of at least a 1.33 mill in addition to current operational millage.

I would like to point out to the reader that when you review the building requirements phase of this report, you will note that this will demand a new Middle School or facility at an estimated cost of $1,400,000, which in turn would require approximately $100,000 average payments per year for 29 years and would necessitate approximately an additional 5 mills. If the reader were to compare the operational costs to building costs, you would find that the 1.3 mills for educational purposes represents a savings to the district of approximately $70,000 per year. This, over a ten year period, would represent somewhere in the neighborhood of $750,000 to $800,000 dollars of savings to the district.

Although the initial conversion costs are in excess of proposed revenues, final analysis would indicate that the district would save considerably in lower taxation through the reduced need for new facilities.

PROGRAM

"STAY"

FINANCIAL COMPARISON OF PROGRAM "STAY" AS IT RELATES TO THE DISTRICT'S ECONOMIC NEEDS NOW AND IN THE FUTURE

Area I. Estimated Revenues 1970-71 school year

A.	1.	S.E.V. (Est.)	$22,100,000.	
	2.	Enrollment (Est.)	1,600.	
	3.	Valuation Per Student	13,816.	
	4.	Allocated and Voted Operational Millage	20.05	
B.	1.	State Revenues (based on 70-71 formula)		$555,488.00
	2.	Miscellaneous state aid, transportation Special education etc.		74,000.00
		Total State Support		$629,488.00
C.	1.	Local & County Support Miscellaneous		$ 18,000.00
	2.	Local tax support (based on 20.05 mills)		443,105.00
		Total Local Support		$461,105.00
D.		Estimated Total State & Local Revenues 1970-71		$1,090,593.00

AREA II - ESTIMATED EXPENDITURES COMPARISON SCHOOL YEAR 1970-71
REGULAR SCHOOL YEAR COMPARED TO "STAY SCHOOL YEAR.

Area I - Operational Area

	Staff Needs	Reg. School	Staff Needs	Staff 1970-71
A. Teachers' Base Salary Only -Stay 45% at Beg.BA 55% at Max BA	71	$693,456	52.5	$700,785.
1. Teachers Extra		12,337		$12,337.
2. Driver Education		3,600		- 0 -
3. Aide Salaries		7,500		8,500
4. Sub.Teachers(1% of budget)		10,900		10,900
TOTAL		$727,793.		$732,522.
B. Administrators (Now 3 - 48 weeks)	4	$ 60,000	4 @ 50 Weeks	$ 65,000.
C. Clerical - 1 @ 50 Wks 1 @ 48 Wks 4 @ 44 Wks	6	$ 24,240	6 @ 50 Weeks	$ 26,000.
D. Bus Drivers Kdg. Runs	4		4	
K-6 "	12	$ 26,325	9	$ 29,200.
7-12 "	9		6	
E. Maintenance Staff	8	$ 33,814	9	$ 40,000.
Student Maintenance	4	5,585	4	$ 1,500.
Total Staff Cost I- A-B-C-D-E		$877,757.		$894,222.

Area II - Instructional Cost for Elementary MIDDLE SCHOOL & HIGH SCHOOL

A. Teaching Supplies	$15,000	$15,000
B. Student Texts	16,000	10,000
C. Library	6,000	6,000
D. Tuition	1,000	1,000
E. Office Supplies	4,200	4,200
F. Data Processing	5,000	5,000
Total Instructional Cost Area II - A,B,C,D,E,& F	$46,200	$41,200

Total of Areas I & II Carried Forward	$923,957	$935,422

Area III - Administration Budgeted

Total Office Expenses & Supplies	$ 8,600	$ 9,000

Area IV - Transportation

Number of Units Operated by Trips 25 or 12 Buses	19 or 9 buses	
1. Gas & Oil Cost (20% Inc. $\frac{50}{240}$)	$ 4,500	$ 5,500
2. Tires	800	1,000
3. Bus Repair Cost (3 bus reduction)	6,000	6,000
4. Replacement Cost	18,000	18,000
5. Bus Insurance & Driver School (3 bus reduction)	2,500	2,500
Total Estimated Transportation Cost	$ 31,800	$ 33,000

Area V - Operation of Plant

1. Utilities (Based on 20% Inc. $\frac{50}{240}$)	$ 38,000	$ 45,600
2. Maintenance Supplies (Same as 1)	6,500	7,200
Total Est. Maintenance Cost	$ 45,500	$ 52,800

Area VI - Plant Maintenance

Figure based on a 20% increase Total	$ 8,000	$ 9,600

Area VII - Fixed Charges 20% Increase Total	$ 18,000	$ 20,000

Area VIII - Capital Outlay

Total figures based on constant figures	$ 10,000	$ 10,000

Area IX - Total of Estimated Budget Comparison

Area I through VII	$1,045,857	$1,069,822
* 5% addition for conversion costs ranging from Salary contract to teaching supplies etc.		$ 53,461
GRAND TOTAL - AREAS I THROUGH IX	$1,045,857	$1,123,283
Estimated Revenues	$1,090,593	$1,090,593
Board of Education est.balance	± $ 44,736	(-$32,690)

*This figure would cost approximately 1.5 mills in order to balance expenditures to revenue for the "STAY" Program.

PROGRAM

"STAY"

OPERATIONAL SAVINGS AREA

Financial Aspects of an Extended School Year Program

During the transition years, the financial savings of an extended school year program will not be evident immediately. Until the new flow pattern for a particular design takes over, provision will have to be made to pay what may be considered as adjustment year costs. For the most part, this will involve expenses for additional salaries to teachers, retirement benefits, and possibly extra transportation charges.

Where the reduction in pupil enrollments is brought about by the new flow pattern, the school system is free to decrease the size of its teaching staff. The resulting savings in operating expenses alone could provide more than is needed to make the longer school year self-sustaining.

A. A Reduction in the Number of Teachers

Extended school year programs based on the saving of one year in six result in a reduced school enrollment equal to the class that graduates one year earlier. If the assumption is made that 20 classrooms can be saved through the elimination of one grade, it follows that a minimum of 20 teachers can be saved.

B. Savings in Building Operating Costs

Operating costs, including heat, light, power, insurance, maintenance and repairs; salares of custodians, school administrators, cafeterial workers and other specialists, are less when school construction is curtailed as a result of an extended school year program which reduces the total school enrollment.

C. Income from Tax Rolls

Land and buildings are taken off tax rolls when new schools are built. This loss can be lowered when the release of classrooms decreases the need for new schools. Savings may be considerable in urban areas with high property value.

Preliminary research appears to indicate that greater efficiency in regular general school operation could result from year-round schools. However, it is unlikely that those operational savings could be realized during the first years or until many of the various implications could be resolved through a pilot experimental program.

PROGRAM

"STAY"

CHAPTER XIV

BUILDING NEEDS COMPARISON
12 MONTH TO THE 9 MONTH SCHOOL YEAR

PROGRAM

"STAY"

DEBT RETIREMENT PROJECTION

AND

ESTIMATED SAVINGS TO THE DISTRICT

The Freeland Community School should at the present time present to the people of our district a proposal for a new Middle School with approximate square footage of 60,000 square feet at an estimated cost of $1,400,000.00. Based on the per hundred thousand dollar ($100,000.00) cost the district **as stated below.**[1] This $1,400,000.00 could cost the district over a 29 year period an additional $1,077,370.00 or a total building cost of $2,477,370.00. This would mean an additional 5-6 mills for the debt purposes right now.

With the proposed STAY program, we would have built in 16 academic classrooms which would hold our district's enrollment for a period of 8 to 10 years which represents approximately $700,000.00 savings. In interest alone. Plus $842,000 in Principal, for a total saving in a 10 year period of $1,182,000.00

BOND COST PROJECTIONS

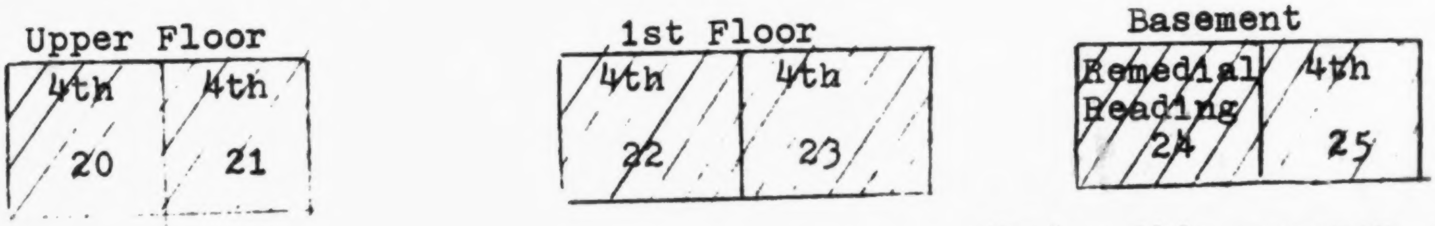
In order to project bond cost, we have used the actual cost, etc., connected with Freeland's most recent issue --- the 1966 Issue.

Amount of issue	$500,000.00
Date of Sale	9-1-66
Number of Years Issued	29 (6-1-96)
Average Stated Interest	4.052
Actual Amount of Interest	384,775.00
Actual percent of compounded Interest	76.955
Total Cost of Issue	$884,775.00

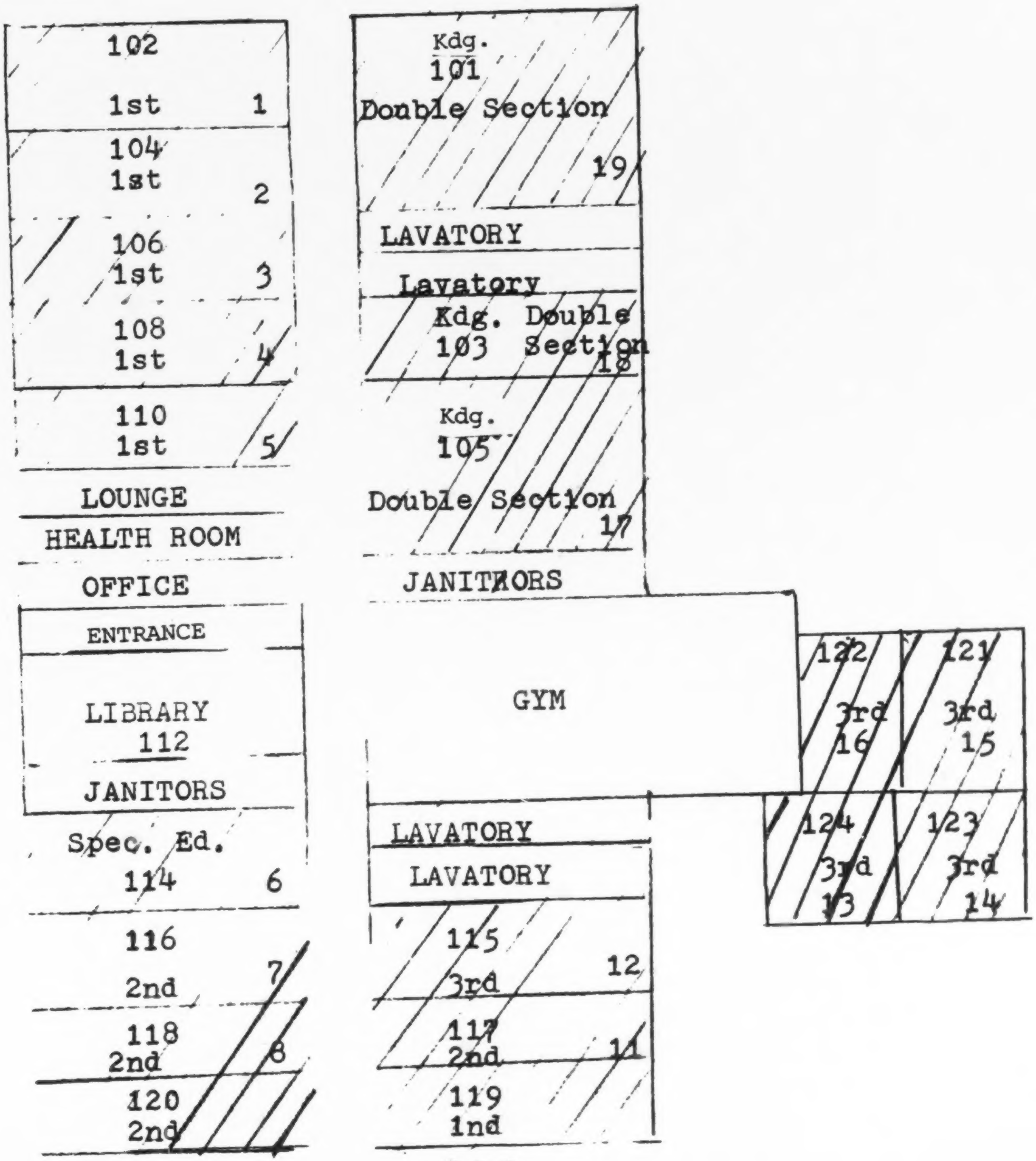
1. Using this basis, we can project that actual costs to the District will be approximately $176,955.00 for each 100,000 thousand dollars borrowed.

PROGRAM
"STAY

MAIN ELEMENTARY & NORTH BUILDING
ROOM SCHEDULE GRADES K-4
ROOMS REQUIRED BASED ON 180 DAY SEMESTER
OR CURRENT REGULAR SCHOOL YEAR
NORTH BUILDING

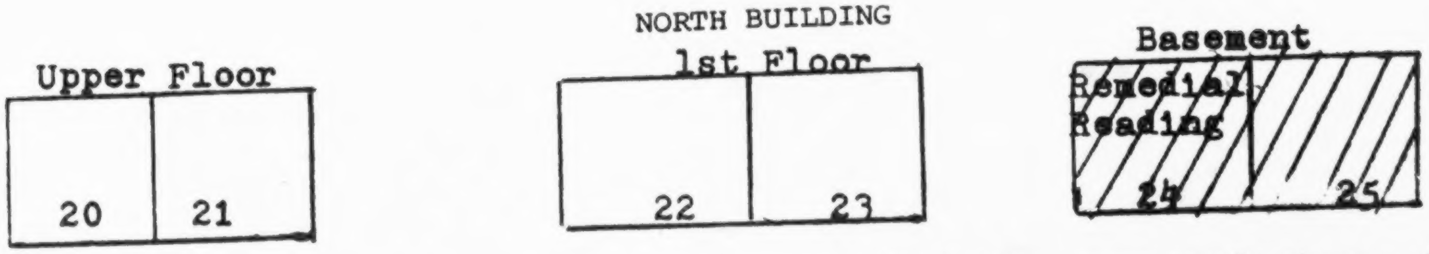

Upper Floor
4th
20
4th
21
1st Floor
4th
22
4th
23
Basement
Remedial Reading
24
4th
25

*Under this program, we will be at maximum capacity of the Elementary School for 1970-71 and overloaded in 1971-72

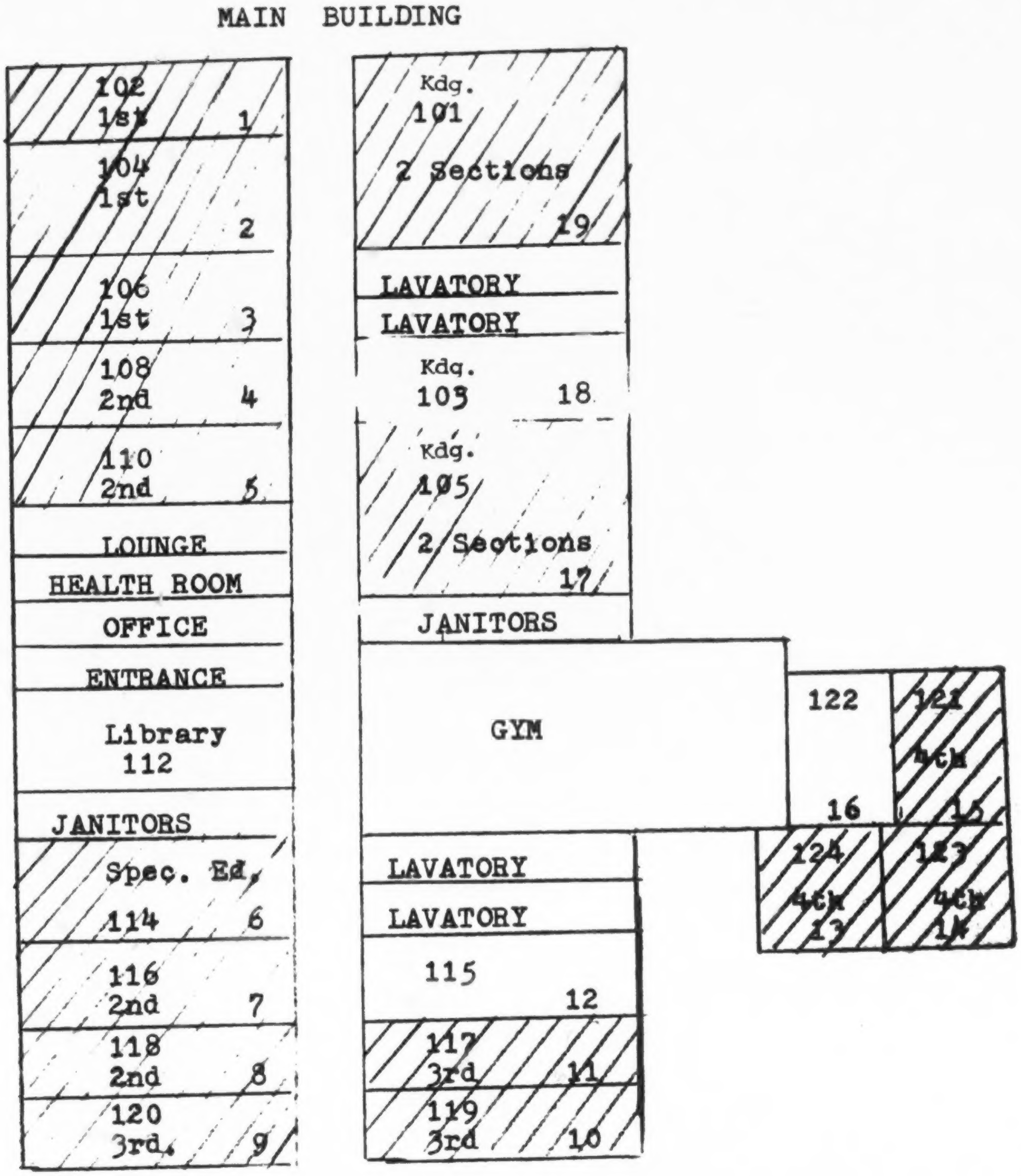

102
1st 1
104
1st 2
106
1st 3
108
1st 4
110
1st 5
LOUNGE
HEALTH ROOM
OFFICE
ENTRANCE
LIBRARY
112
JANITORS
Spec. Ed.
114 6
116
2nd 7
118
2nd 8
120
2nd
Kdg.
101
Double Section
19
LAVATORY
Lavatory
Kdg. Double Section
103 18
Kdg.
105
Double Section
17
JANITRORS
GYM
122
3rd
16
121
3rd
15
124
3rd
13
123
3rd
14
LAVATORY
LAVATORY
115
3rd 12
117
2nd 11
119
1nd

PROGRAM
"STAY"

MAIN ELEMENTARY & NORTH BUILDING
RROM SCHEDULE GRADES K-4
ROOMS REQUIRED BASED ON 160 DAY SEMESTER
OR THE PROPOSED 12 MONTH SCHOOL YEAR

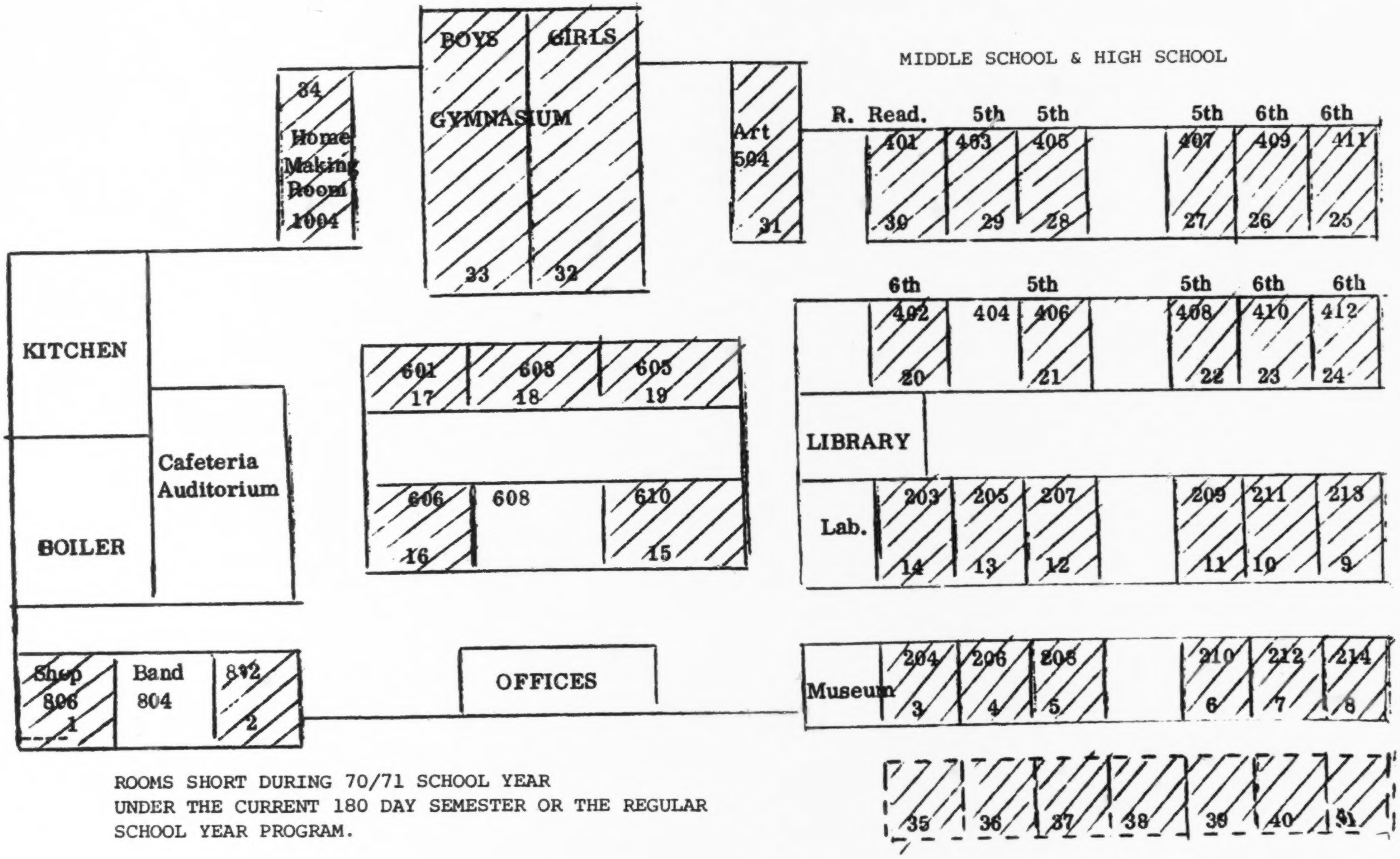

NORTH BUILDING
Upper Floor
20
21
1st Floor
22
23
Basement
Remedial Reading
24
25

With the proposed "STAY" Program, we would have 7 spare classrooms in the K-4 elementary building.


MAIN BUILDING
102 1st 1
104 1st 2
106 1st 3
108 2nd 4
110 2nd 5
LOUNGE
HEALTH ROOM
OFFICE
ENTRANCE
Library 112
JANITORS
Spec. Ed. 114 6
116 2nd 7
118 2nd 8
120 3rd. 9
Kdg. 101 2 Sections 19
LAVATORY
LAVATORY
Kdg. 103 18
Kdg. 105 2 Sections 17
JANITORS
GYM
122 16
121 4th 15
124 4th 13
123 4th 14
LAVATORY
LAVATORY
115 12
117 3rd 11
119 3rd 10

PROGRAM
"STAY"

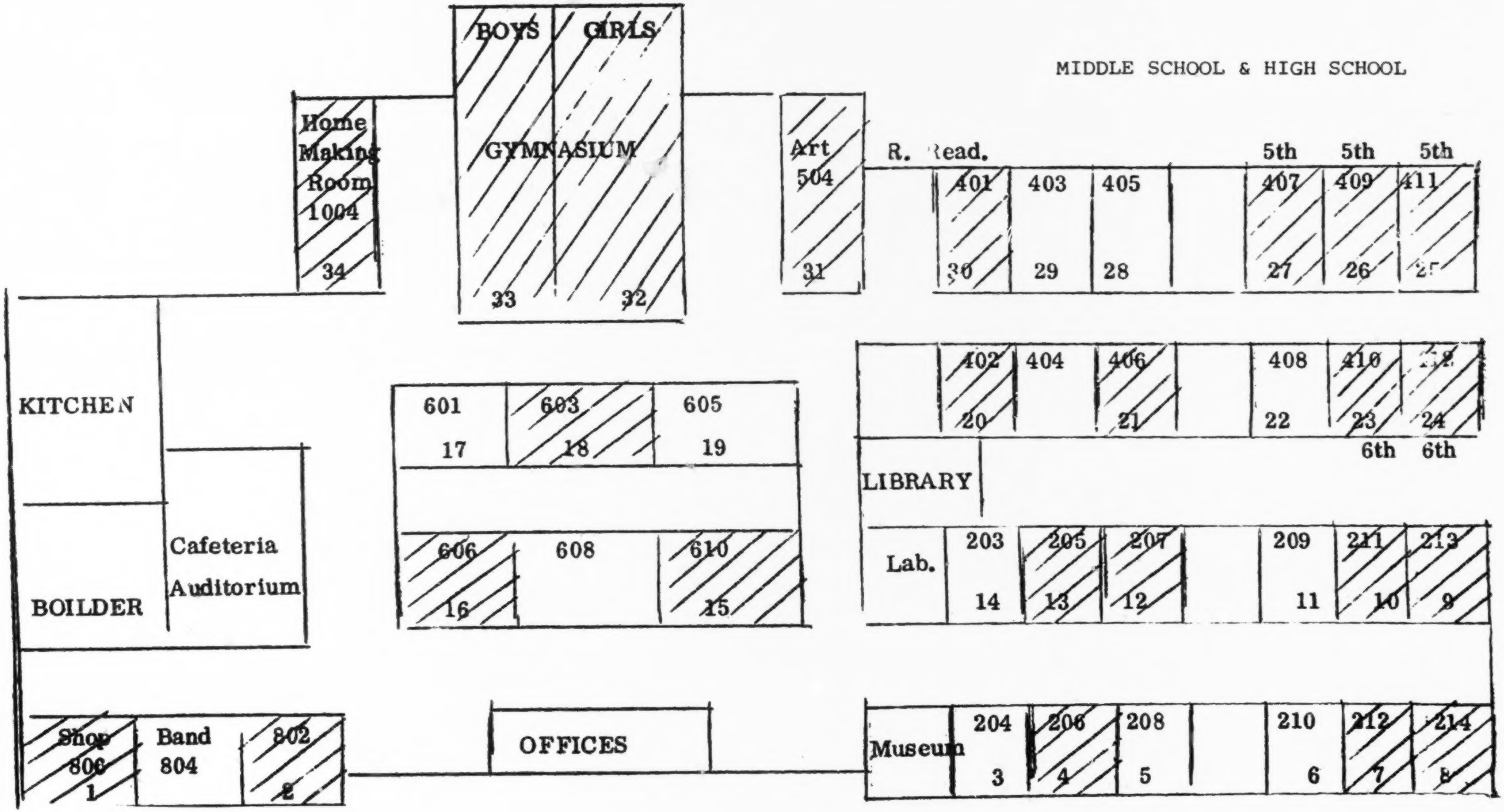
ROOM SCHEDULE GRADES 5-12
ROOMS REQUIRED BASED ON 180 DAY OR A CURRENT REGULAR SCHOOL YEAR


MIDDLE SCHOOL & HIGH SCHOOL
BOYS
GIRLS
GYMNASIUM
33
32
34
Home Making Room
1004
Art
504
31
R. Read.
5th
5th
5th
6th
6th
401
403
405
407
409
411
30
29
28
27
26
25
6th
5th
5th
6th
6th
402
404
406
408
410
412
20
21
22
23
24
LIBRARY
Lab.
203
205
207
209
211
213
14
13
12
11
10
9
Museum
204
206
208
210
212
214
3
4
5
6
7
8
35
36
37
38
39
40
41
KITCHEN
BOILER
Cafeteria
Auditorium
601
17
603
18
605
19
606
16
608
610
15
Shop
806
1
Band
804
812
2
OFFICES

ROOMS SHORT DURING 70/71 SCHOOL YEAR
UNDER THE CURRENT 180 DAY SEMESTER OR THE REGULAR
SCHOOL YEAR PROGRAM.

PROGRAM
"STAY"

ROOM SCHEDULE GRADES 5-12
ROOMS REQUIRED BASED ON 160 DAY SEMESTER OR THE PROPOSED 12 MONTH SCHOOL YEAR


MIDDLE SCHOOL & HIGH SCHOOL
Home Making Room 1004
34
BOYS
GIRLS
GYMNASIUM
33
32
Art 504
31
R. Read.
5th
5th
5th
401
403
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6th
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LIBRARY
KITCHEN
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610
16
15
Cafeteria Auditorium
BOILDER
Lab.
203
205
207
209
211
213
14
13
12
11
10
9
Shop 806
1
Band 804
802
2
OFFICES
Museum
204
206
208
210
212
214
3
4
5
6
7
8

WITH THE PROPOSED "STAY" PROGRAM, WE WOULD HAVE 10 SPARE CLASSROOMS

DEBT SAVINGS

A. Savings in Capital Outlay

School construction can be eliminated or minimized with the release of classroom space. Each classroom saved can result in a saving of $35,000 to $40,000 in capital expenditures.

B. Savings in Debt Service

Refers to a potential monetary gain to a community in terms of saving 25 to 30 years of interest charges on money which would have had to be borrowed if additional classrooms had to be constructed.

PROGRAM

"STAY"

CHAPTER XV

SUMMARY
OF
FEASIBILITY STUDY
AND
RECOMMENDATIONS

I believe that our district now has enough information at this time to say: "Yes, the extended school year on a tri-semester program is feasibile." As Superintendent of the Freeland Community School, I feel it is necessary to continue our search into the other questions which have risen as a result of the feasibility study, and that during the second phase, the following areas would have to be developed prior to making any final decision regarding total adoption of a Year-Around Program as presented in STAY, Start Teaching All Year.

1. Indepth Public Relation Program using:

    a) Professional Public Relations
    b) Direct mailing to all citizens
    c) Planned news releases
    d) Public Involvement.

2. Community Survey:

    In order to determine feasibility of the Year-Around School, the attitude of the people of our district who will be affected by such a change must be surveyed in depth. These community attitudes can be determined by going to the people directly.

    Five (5) groups of people would be solicited for opinions and attitude reaction to the STAY program. Groups to be surveyed:

    a) Parents of school age children
    b) Teaching Staff
    c) Students
    d) Business and Industry in and outside of the district
    e) Public advisory vote (Final phase of this survey)

3. Include representation of those who would be affected by the changes in the school schedule in the planning for a year-round education program, including teachers, parents, students and other interested groups; and provide the public with adequate information about the proposed plan before it is adopted as a mandatory change.

4. Take appropriate action to provide enabling legislation and/or policy permitting flexibility of programming so that various patterns of year-round education may be explored at the local level.

5. Take appropriate action to provide state school aid on a prorated basis for extended school program.

6. Encourage experimental or exploratory programs for year-round education through financeial incentive or grant.

7. Consider ways, in the year-round education, in which the education program can be improve in terms of (a) providing a quality education with equality in educational opportunity, (b) adapting to the community and family living patterns and, (c) attaining optimum economic efficiency.

8. Provide, in the initial planning, for the institutionalization of the program if it meets expectations (i.e., do not accept a state, federal or other grant to initiate such a program unless the intent is to adopt it as the regular school schedule if it proves successful and acceptable.)

9. Encourage State Department of Education and State Legislators in the experimentation of a year-round school educational program.

10. Study personnel implications centering around year-round schools in Michigan as they apply to Public Act 379 which passed the State Legislature in 1965. This act has provided collective bargaining for all school employees with respect to wages, hours and conditions of employment with employers.

When the Freeland Board of Education thinks in terms of a 5 year approach to the STAY Program, it could adopt the following five phase approach:

Phase I, the feasibility study (completed during the 1969-70 school year.)
PHase II, Communication, community evaluation and reaction phase one year 1970-72 - Decision made here, if we are to move to next phase.
Phase III, Final total program refirment and development phase prior to conversion to the year-round program 1972-1974.
Phase IV, Start actual 3 year pilot phase 1974-1977.
Phase V, Board final decision to act on continued Year-Round School Program. Based on 3 year pilot program success.

CONCLUSIONS

It is recognized that every individual is unique and if such is to learn what he needs to know at his own best rate, the school curriculum must be individualized.

It is recognized that the time schedules of individuals and families are continuing to become more diverse and that a student's time in school must be adaptable to this changing situation.

It is recognized that financial resources of any community, state and the nation are limited and must be allocated on a priority basis and that educational programs, including the school calendar, must be designed to obtain optimum economic efficiency.

EARLY FINDINGS OF THE DISTRICT'S STAFF COMMITTEE REPORTS WOULD INDICATE:

1. The cost factor for the educational program will remain relatively the same or perhaps will increase to a certain amount because of professional salaries based on a 240 day year.
2. The instructional supplies shall remain about the same or there will be a reduction in the cost.
3. There would be a education in the number of professional teachers required.
4. There would be a reduction in the number of buses and bus drivers required to transport students to and from school.
5. We should better utilize Community College, Saginaw Valley College and various Trade & Business Schools in the area for 11th and 12th graders.
6. That we would better utilize all district facilities at a higher efficiency and operational level.
7. That the cost of installation of air conditioning and its operational costs would be considerably more economical than building, staffing, operating and maintaining a new facility.
8. That the maintenance and building personnel (unclassified) would have to adjust to different work days.
9. The additive personnel's base wages are considerably less than the professional wages amounting to a certain amount of savings in this area.
10. Indication that a building program would not be required based on current growth pattern for a period of 8 to 10 years.
11. Indication that we would pick up approximately 20 classrooms by switching to a Tri-Semester Program.
12. Indication that there would have to be some give and take on the part of the State Department in order to allow for equivalency between total instructional hours to equal the mandatory 180 days attendance.
13. We should discard the Carneige Units and base requirements for graduation upon total instructional hours over a period of 4 years based on subject matter.
14. If the Tri-Semester Program is to be successful and effective, the development of 3 sections of enrollment would have to be mandated by the administration.

It is the writers feeling that if our grant or additional money were available, expecially in our case because of the size of the original grant, we could with these monies develop a much more effective foundation program for public acceptance, professional acceptance and educational acceptance of the Year-Round School. We found that with the marginal grant that we were unable to expand in all the areas that we would like to expand for development of concept and initiation of the Extended School Year.

Today, children have a greater need for a high quality and flexible educational program than at any time in history. Although the public demands more services from educational institutions, the necessary economic and financial support is severely limited by over-burdened governmental budgets and by taxpayer resistance.

Since the establishment of our traditional nine-month school year, the economic system has advanced a long way and society has become more complex. In order to adjust successfully to such a life, children need an education that is more closely adapted to their individual needs, abilities, and goals. The traditional school year not only places each child in a school-term "straight-jacket," but is economically wasteful in terms of pupil and public resources.

While, a nine-month school year may meet the needs of many students, other pupils need a program which provides more instruction time and flexibility. Some pupils need greater breadth, others need greater depth, some need to accelerate, others need review and remedial work, specialized vocational training students need some sort of scheduled integration between technical classroom education with occupational training experience and "ungraded learning" programs need flexibility. The Extended School Year Program is designed to use efficiently the school facilities and teaching staff eleven months out of the year and at the same time provide a program which fits closely the varying needs of the pupils.

Schoolmen should consider carefully the possibilities of an extended school year, but more immediately, they would do well to look prudently at the way they are now using the mandated 180-day school year. In far too many cases, time which should be assigned to instruction is spent in administrative and housekeeping duties -- such as an excessive number of days set aside for examinations, counting books, posting grades, cleaning lockers, and token classes at the opening and closing of the school term. Aside from legislative requirements, such profligate practices need reexamination in light of our educational mission and our public trust. In this day of staff negotiation, should not one point of insistence -- a non-negotiable item--in the bag of every school board be a full measure of instruction for each pupil?

The old all-year school was a flop but don't brush aside current talk about plans for extending the school year. Those plans surmount the obstacles, objections and problems inherent in the ill-fated all-year school and promise to save districts time, space and money -- and to improve educational programs.